REPORT RESUMES

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NATIONAL SEMINAR TO IMPROVE THE USE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION AS TEACHING DEVICES. FINAL REPORT.

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ONE HUNDRED AND TWENTY-SIX PROFESSIONAL LEADERS OF VOCATIONAL YOUTH ORGANIZATIONS IN AGRICULTURE, BUSINESS AND OFFICE, DISTRIBUTION, HOME ECONOMICS, AND TRADE AND INDUSTRY FROM 46 STATES MET TO CONSIDER THE ROLE OF YOUTH ORGANIZATIONS AS TEACHING DEVICES. MAJOR PRESENTATIONS WERE--(1)"EMERGING CONCEPTS OF YOUTH ORGANIZATIONS AND THEIR PURPOSES" BY D.L. BLAKE, (2) "THE ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION" BY E.P. HILTON, (3) "YOUTH ORGANIZATIONS AS TEACHING DEVICES" BY F. JOHNSON, (4) "EXAMPLES OF YOUTH ACTIVITIES IN TEACHING" BY H.G. TRIPP, (5) "GOOD AND POOR EXAMPLES OF USING ACTIVITIES OF YOUTH ACTIVITIES IN TEACHING" BY C.L. KEELS, (6) "LEADERSHIP TRAINING PROGRAMS--HOW THE PROGRAM HERE IS CONDUCTED" BY D. POTTER, (7) "DEVELOPING POST-SECONDARY VOCATIONAL YOUTH ORGANIZATIONS" BY W. CHOJNOWSKI, (8) "INVOLVEMENT OF DISADVANTAGED STUDENTS IN VOCATIONAL YOUTH ORGANIZATIONS" BY J.V. WARREN, (9) "THE LOCAL PROGRAM OF ACTIVITIES, THE STARTING POINT" BY G. BARTON, (10) "DEVELOPING RELATIONSHIPS WITH BUSINESS, INDUSTRY, SCHOOL ADMINISTRATORS, AND THE PUBLIC--TECHNIQUES AND MEDIA TO USE" BY R.J. MERCER, (11) "PREPARING TEACHERS FOR THEIR ROLE AS ADVISERS TO YOUTH ORGANIZATIONS" BY J.L. REED, (12) "THE PLACE OF RESEARCH IN YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION" BY G.Z. STEVENS, AND (13) "EVALUATION OF YOUTH ORGANIZATIONS" BY E. KANTNER. SPEECHES PRESENTED IN FOUR SYMPOSIA, SUMMARIES OF GROUP DISCUSSIONS, AND THE SEMINAR EVALUATION INSTRUMENT ARE INCLUDED. (WB)

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FINAL REPORT

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October, 1967

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NATIONAL SEMINAR TO IMPROVE THE USE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION AS TEACHING DEVICES

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George L. Luster

OCTOBER, 1967

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INTRODUCTION

The value of youth organizations in carrying out effective instructional programs in vocational education has been recognized for many years. Such organizations as Future Farmers of America (FFA), Distributive Education Clubs of America (DECA), Future Homemakers of America (FHA), and Vocational Industrial Education Clubs of America (VICA) have resulted in more effective programs in vocational education. Youth organizations are a part of many vocational education programs in business and office education. The result of these organizations will undoubtedly be an accepted, national youth organization in vocational business and office education.

Need for the Seminar

Despite the fact that youth organizations have been a vital part of vocational education for many years, they are often not used to their fullest potential in improving the quality of instruction. In too many situations the use of youth organizations is not tied close enough to the instructional program. Sometimes there is little evidence that the vocational youth organizations and the instructional program are related at all in a meaningful way.

In other cases the vocational youth organizations may be used effectively in improving instruction in the vocational education program for which they were formed but they may not be working together effectively with other vocational youth organizations in the school or state. It appears that any vocational youth organization would be stronger and more effective if there were more cooperation and coordination among the vocational youth organizations in the school and state.

There appeared to be a need for a national meeting of professional leaders of vocational youth organizations to develop clarity, unity, and continuity of youth organizations to support programs of instruction in vocational education. There seemed to be a need to understand the new and expanding role of youth organizations in vocational education. It was desirable that professional leaders of youth organizations in vocational education recognize, clarify, agree upon, and disseminate sound concepts of making youth organizations accomplish definite purposes in instructional programs; especially to motivate and improve instruction and to develop leadership, citizenship and cooperation. It was because of these needs that this national seminar was planned.

The Development of the Seminar

The original proposal for this Seminar was designed primarily for State FFA Executive Secretaries and for State Directors of FFA Leadership Training Centers. A provision was made, however, for the attendance of 20 persons from vocational services other than agriculture.

Approval for the Seminar was given with the stipulation that the participants be professional leaders of youth organizations from all vocational services on a much broader scale. In order to facilitate this change in participants and to get suggestions for the program on a broader scale, a meeting was held in Washington, D. C., on February 15, 1967. There follows a list of persons who participated in this meeting:

Dr. A. W. Tenney
Director of Organizational Relations
Department of Health, Education, and Welfare
U. S. Office of Education

Mr. Edwin L. Nelson, Head
Distributive Education
Department of Health, Education, and Welfare
U. S. Office of Education

Miss Mildred Reel, National Adviser
Future Homemakers of America
U. S. Office of Education

Mr. H. N. Nunsicker, Head
Agricultural Education
Department of Health, Education, and Welfare
U. S. Office of Education

Mr. William Paul Gray
National Executive Secretary
Future Farmers of America
U. S. Office of Education

Mr. Mark Davis
Vocational Industrial Clubs of America
Georgia (was in Washington on business)

Mr. Robert L. Kelley
Executive Secretary of the FFA
State Department of Education
Frankfort, Kentucky

Dr. Harold Binkley, (Director of Seminar)
Head, Vocational Education
University of Kentucky
Lexington, Kentucky

Dr. George Luster (Assistant Director of Seminar)
Associate Professor
Vocational Education
University of Kentucky
Lexington, Kentucky

At this all-day meeting several important decisions concerning the Seminar were agreed upon. It was decided that the number of participants from outside Kentucky be increased from 120 to 130. These 130 invited participants, only for whom expenses would be paid, would be divided among vocational services as follow:

Agriculture	50
Business and Office	20
Distributive	20
Home Economics	20
Trades and Industry	20
Total	130

The coordination of the selection of participants would be done by key persons in national leadership roles in the vocational youth organizations involved (FFA, DECA, FHA, VICA) and by Dr. Bruce Blackstone and Mr. Walter Chojnowski for Business and Office Education.

The Kentucky FFA Leadership Training Center, as the place for holding the Seminar, was discussed; and tentative arrangements for the meeting as presented by the representatives from Kentucky were approved. This location for the meeting is the same as in the original proposal which was for only professional leaders of the FFA.

The tenative purpose, objectives, and the program were discussed at length. The purpose and objectives of the seminar were in general approved. An over-all theme was approved. At the suggestion of Mr. Nelson, it was decided that the various topics in the program should be arranged by "Themes" for each day. The broad outline of the program for the Seminar was developed. The persons responsible for the Seminar were to finalize the program. Copies of the tentative program were to be mailed to persons who attended the Washington meeting. These persons were to make additional suggestions for the program and were also to suggest from the participants selected persons whom they felt were especially capable of discussing certain topics in the program. The lists of suggested participants, with some persons designated for topics on the program, were to be sent to the Director of the Seminar as soon as possible.

All of the persons at the meeting in Washington on February 15 were enthusiastic about the Seminar. Each felt that such a meeting of national scope was needed. Everyone pledged his wholehearted support and cooperation in making the Seminar a success.

Purposes and Objectives

The purpose and objectives of the Seminar were tentatively approved when the proposal was approved. They were further refined at the Washington meeting and in follow-up correspondence with the leaders of vocational youth organizations at the national level. The final purpose and objectives of the Seminar follow:

> The primary purpose of the seminar is to facilitate the upgrading of the professional leadership in vocational education in the use of youth organizations as effective teaching devices. Major objectives to attain this purpose are:
> 1. To see and understand the place of youth organizations in vocational education as teaching devices.
> 2. To identify and evaluate current and emerging concepts related to program, organization, curriculum, and evaluation of youth organizations.
> 3. To identify areas of personal development which enhance employability that can be taught through youth activities.
> 4. To develop effective methods and procedures that state leaders may use in administering youth organizations and advising local personnel.
> 5. To understand the role of states in providing leadership-training programs for members of youth organizations.
> 6. To see the place of youth organizations in working with disadvantaged youth and youth groups.
> 7. To assist state leaders to use effective communication procedures and techniques.

8. To identify techniques of organizing youth organizations for post high-school students in vocational education.
9. To understand the need for research and developmental programs to improve youth organizations as teaching devices.
10. To develop objectives for pre-service education of teachers to work effectively with youth organizations in vocational education.

Planning Meeting in Kentucky

The meeting in Washington was followed by a meeting in Louisville in April of persons from Kentucky to make final plans for the Seminar. Persons attending this meeting were Mr. James D. Maddox, Director, Kentucky FFA Leadership Training Center, Hardinsburg; Mr. Kelley, Dr. Binkley and Dr. Luster. The items needing attention in preparation for the Seminar were listed. A timetable for getting the activities carried out in preparation for the Seminar was developed. Persons were identified who would be responsible for these major activities.

The major responsibilities for the Seminar were divided among persons in Kentucky, as follow:

> Letters of invitation to participants, registration forms, air-travel arrival and departure schedules, fiscal matters relating to the Seminar, bus transportation from Louisville (Standiford Field) to Hardinsburg, and over-all direction of the Seminar -- Harold R. Binkley
>
> Final program development -- Robert L. Kelley and George L. Luster
>
> Development and duplication of a brief description of the FFA Leadership Training for participants, registration, and housing arrangements -- James D. Maddox
>
> Meeting participants at Standiford Field in Louisville and assisting them in getting on busses to Hardinsburg -- Robert L. Kelley, Gilbert Chancey (Specialist in Distributive Education in the Instructional Materials Laboratory), and Harold R. Binkley

Preparation and printing of (1) a brochure describing the Seminar, (2) the Seminar program, and (3) the final report -- George L. Luster

Reception and activities for the ladies during the Seminar -- Miss Mary Bell Vaughan and Mrs. Agnes Foster (Home Economics Education, State Department of Education)

METHOD

Letters of invitation, with the brochure describing the Seminar and information relating to travel and fiscal matters, were mailed to all recommended participants. (The participants recommended for the Seminar were selected by key people at the national level who are concerned with vocational youth organizations for their respective vocational service, as explained earlier.) Of the persons invited to participate in the Seminar, more than 95 per cent accepted. Substitutes were invited from states where the designated persons were unable to attend.

The arrangements, as assigned (outlined previously), for the Seminar were carried out. In general the participants were enthusiastic in their correspondence concerning the Seminar. The response from those who were asked to take part in the program was excellent.

Arrival of Participants

The designated staff members from Kentucky were at Standiford Field in Louisville from 8:30 a.m. until 8:00 p.m. on Sunday, June 11, 1967, to meet the participants who arrived by plane, and to assist them in getting on busses for Hardinsburg —the first at 1:00 p.m. and the others at 4:00 p.m. and 8:00 p.m. A station wagon from the FFA Leadership Training Center was used to meet the participants who arrived at the airport in Louisville after 8:00 p.m.

Get-Acquainted Reception

A reception for participants and staff was held at the FFA Leadership Training Center on Sunday evening, before the first session of the Seminar on Monday morning. Miss Vaughan and Mrs. Agnes Foster were in charge of the arrangements for the reception.

Registration

Almost all of the expected participants arrived at Hardinsburg and registered on Sunday, June 11, the day before the Seminar. A few participants who drove their automobiles and stayed in near-by motels did not register until Monday morning. Only two persons who were expected to participate in the Seminar failed to attend.

A total of 113 out-of-state participants registered for the Seminar. These persons represented 45 of the 49 states, excluding Kentucky, plus Puerto Rico. Only four states did not have a representative at the Seminar -- Alaska, Idaho, Massachusetts, and Wyoming.

In addition to the 113 "official" participants, the Seminar was attended by four out-of-state consultants, five persons from Washington, D. C., four guests, and 13 persons in vocational education from Kentucky. Table 1 gives the attendance by these groups.

TABLE 1. NUMBER OF PERSONS ATTENDING THE "NATIONAL SEMINAR FOR PROFESSIONAL LEADERS OF VOCATIONAL YOUTH ORGANIZATIONS" AT HARDINSBURG, KENTUCKY, JUNE 12-16, 1967, BY SELECTED GROUPS

Group	Number Attending
Out-of-state participants	113
Persons from Kentucky	13
Persons from Washington, D. C.	5
Out-of-state consultants	4
Guests	4
Total	139

The Seminar Program

The objectives of the Seminar were attained by means of presentations, symposia, reacting discussions, questioning panels, discussion groups, committee work and reports, and small-group conferences.

Except for four out-of-state consultants and some presentations by persons from Kentucky, the program of the Seminar was carried out by the participants. An effort was made to give everyone who attended the Seminar some specific responsibility on the program. The chairmen of the various sessions were primarily out-of-state participants. The questioning and reaction panels were composed exclusively of participants. The committee chairmen and recorders for each of the ten afternoon discussion groups (Monday through Thursday) were designated to the extent possible from persons who did not have any part on the formal, printed program. The discussion leader and the recorder were rotated for all ten groups on each of the four days. The reports of these meetings at the morning sessions were made by persons who had served the previous afternoon as either group chairman or recorder. At the end of the Seminar everyone present (except possibly for three or four late substitutes whose names were not available when the conference program was planned) had carried out some specific responsibility on the program. The wide participation of those who attended the Seminar seemed to be one of the strong points of the program.

The program, as presented, may be seen in the appendix. Also in the appendix are the sheets which were prepared to guide the committee work. These sheets gave the composition of the committee, designated the chairman and recorder for each day, and listed the topic for each day's discussion.

RESULTS

The Seminar program was carried out as planned at the FFA Leadership Training Center, June 12-16, 1967. A total of 139 persons attended the Seminar during the week, 113 of this number being out-of-state participants. (Table 1, included earlier in this report gives the number of participants by selected groups.)

Table 2 gives the distribution of participants according to the number attending from each state. It may be seen that four states had no participants at the Seminar, and one state, North Carolina, had six persons in attendance. This variation is quite understandable since the selection of participants was by vocational services rather than by geographical area.

One objective of the Seminar was to have a substantial number of representatives from all vocational services as participants. The plan was for 130 out-of-state participants, with 50 from agriculture and 20 from each of four other vocational services. Table 3 shows the number of out-of-state participants by vocational services.

TABLE 2. NUMBER OF OUT-OF-STATE PARTICIPANTS ATTENDING THE SEMINAR BY STATES (INCLUDING PUERTO RICO)

Number of Representatives Per State	State	Total Number of Participants
0	Alaska, Idaho, Massachusetts, Wyoming	0
1	Colorado, Connecticut, Hawaii, Illinois, Louisiana, Maine, Maryland, Michigan, Missouri, Montana, New Jersey, North Dakota, (Puerto Rico), Rhode Island, West Virginia, Washington	16
2	Arkansas, Delaware, Florida Indiana, Iowa, Nebraska, Nevada, Ohio, South Dakota, Vermont, Kansas	22
3	Arizona, Mississippi, New Hampshire, New Mexico, Oklahoma, Oregon, Pennsylvania, Utah	24
4	California, Tennessee, Texas, South Carolina, Virginia	20
5	Alabama, New York, Georgia, Minnesota, Wisconsin	25
6	North Carolina	6
Total		113

TABLE 3. NUMBER OF OUT-OF-STATE PARTICIPANTS ATTENDING THE SEMINAR BY VOCATIONAL SERVICES

Vocational Service	Number of Persons Which The Seminar Was Planned To Serve	Number of Persons In Attendance
Agriculture	50	41
Home Economics	20	25
Trades and Industry	20	18
Distributive	20	16
Business and Office	20	13
Total	130	113

Persons in Attendance

The attendance at the Seminar has been summarized by groups and by states in other parts of this report. (See Tables 1, 2, and 3.) There follows a complete list of the 139 persons who attended the Seminar. In addition to the name of the participant, also included are her/his position, vocational service, and address.

Out-of-State Participants

1. Anthony, Frank, Associate Professor (Agriculture), 515 West Beaver, State College, Pennsylvania 16801

2. Archer, B. B., Teacher-Educator, (Agriculture), Box 350, Florida A & M University, Tallahassee, Florida 32307

3. Baines, Ben L., Assistant State Supervisor (Trades and Industry), 2765 Homestead Drive, Petersburg, Virginia 23803

4. Barber, Mrs. J. M., Assistant State Supervisor and State FHA Adviser (Home Economics), 205 Baldwin Hall, Athens, Georgia 30602

5. Barton, Gerald F., State Consultant and Executive Secretary-Treasurer FFA (Agriculture), State Department Public Instruction, State Office Building, Vocational Education, Agriculture Education Section, Des Moines, Iowa 50319

6. Bates, Charles D., State Supervisor, (Trades and Industry), Education Building, Raleigh, North Carolina 27602

7. Beckstrom, Leland, Teacher-Educator (Agriculture), 375 Fairlane Drive, Tooele, Utah 84074

8. Bice, Garry R., Executive Secretary of FFA and Teacher-Educator (Agriculture), Morrill Hall University of Vermont, Burlington, Vermont 05001

9. Brady, William J., Jr., Assistant State Supervisor (Distributive), 251 State Office Building, Atlanta, Georgia 30334

10. Brown, Miss Elizabeth A., Associate Supervisor, State FHA Adviser (Home Economics), State Education Department, Albany, New York 12224

11. Cannon, Ernestine F., Teacher (Home Economics), Route 1, Box 183, Carrollton, Virginia

12. Carmichael, Miss Jewell, Area Supervisor (Distributive), 1000 Bull Street, Columbia, South Carolina 29205

13. Chapman, Mrs. Elizabeth M., Supervisor FHA (Home Economics), 205 Cordell Hull Building, Nashville, Tennessee 37219

14. Chojnowski, Walter, State Supervisor (Business and Office), 1 West Wilson, Madison, Wisconsin 53703

15. Clark, Kenneth E., Teacher-Educator (Agriculture), 6 Byron Street, Fort Fair Field, Maine 04742

16. Cooper, W. E., Special Supervisor (Agriculture), P. O. Box 891, Tuskegee Institute, Tuskegee, Alabama 36088

17. Cotney, Evelyn, District Supervisor (Home Economics), Box 330, Montevallo, Alabama 35115

18. Crouch, Elizabeth Tatum, Assistant State Supervisor (Home Economics), State Department of Education, 1000 Bull Street, Columbia, South Carolina 29206

19. Cunningham, Raymon, Program Specialist (Agriculture), Route 1, Box 18-C, Given, West Virginia 25245

20. Davis, Jerry T., Special Supervisor, FFA (Agriculture), Room 413, 721 Capitol Mall, Sacramento, California 95814

21. DeAlton, Ernest, State Supervisor (Agriculture), 1437 N. University Drive, Fargo, North Dakota

22. Dickerson, Ira, Director State FFA-FHA Camp (Agriculture), Route 1, Covington, Georgia 30209

23. Doss, Mrs. Mildred, Assistant State FHA Adviser (Home Economics), 1415 E. Johnson Street, Madison, Wisconsin 53703

24. Dunn, J. E., Executive Secretary of FFA (Agriculture), 258 State Office Building, Atlanta, Georgia 30334

25. Else, Weldon, State Supervisor (Business and Office), 5708 S. W. Ninth Street, Des Moines, Iowa 30515

26. Equall, Roy, Executive Secretary of FFA (Agriculture), 6830 Vine, Lincoln, Nebraska 68505

27. Finical, James E., Co-ordinator, (Distributive), 1213 N. Richmond, Appleton, Wisconsin 54911

28. Frazier, John, Consultant (Distributive), 213 Knott Building, Tallahassee, Florida

29. Frizzell, Miss Martha, State Adviser FHA and District Supervisor (Home Economics), Box 53277 State Capitol, Oklahoma City, Oklahoma 73105

30. Fuller, Everett W., Director of Vocational Office Education (Business and Office), Texas Education Agency, Austin, Texas 78711

31. Gardner, Mrs. Shirley, State Adviser of FHA (Home Economics), 622 11th Avenue, Salt Lake City, Utah 84103

32. Gleckler, Ralph, State Supervisor (Distributive), 139 S. Castillo, Suite F, Harvey Building, Santa Fe, New Mexico 87501

33. Goodrich, John, Teacher-Coordinator (Distributive), Stevens High School, Claremont, New Hampshire

34. Goodwin, Pauline, State Supervisor (Home Economics), 305 Public Service Building, State Department of Education, Salem, Oregon 97310

35. Gordon, George, Associate (Trades and Industry) 56 Mordella Road, Albany, New York 12205

36. Grier, William L., Vocational Coordinator (Trades and Industry), 100- 10th Court West, Birmingham, Alabama 35206

37. Hall, Robert J., Coordinator Teacher-Educator (Distributive), 1017 Oakland, Denton, Texas 76201

38. Harouff, Mrs. Marge, Assistant State Supervisor (Home Economics), 6215 Newton, Lincoln, Nebraska 68506

39. Harris, Coleman, Executive Secretary-Treasurer of FFA (Agriculture), 309 W. Washington, Old Trails Building, Indianapolis, Indiana

40. Harris, J. D., District Supervisor (Agriculture) 1409 Rosedale, Poplar Bluff, Missouri 63901

41. Harrison, Nicholas S., Teacher-Educator and State Adviser of VICA (Trades and Industry), P. O. Box 9467 Southern Branch, Baton Rouge, Louisiana 78013

42. Harrison, Wayne J., Jr., State Supervisor, (Distributive) Department of Public Instruction, Capitol 148-N, Madison, Wisconsin 53702

43. Herman, James A., Assistant Chief of Bureau of Industrial Education (Trades and Industry), 721 Capitol Mall, Sacramento, California 95814

44. Higgins, Richard E., Assistant State Supervisor (Trades and Industry) State Department of Education, Montpelier, Vermont 05602

45. Hoffman, Miss Betty Lou, State Adviser of FHA and Assistant State Supervisor (Home Economics), State Department of Public Instruction, Helena, Montana 59601

46. Holdridge, Archie, Executive Secretary of FFA (Agriculture), 23 Fort Path Road, Madison, Connecticut 06443

47. Holland, J. C., Executive Secretary of FFA (Agriculture) Box 775, Jackson, Mississippi 39205

48. Holmes, Paul, Regional Supervisor (Business and Office) 119 McFarlin Avenue, Murfreesboro, Tennessee 37130

49. Houstman, Jim, State Supervisor (Business and Office), 1110 Arenida Codorniz, Santa Fe, New Mexico 87501

50. Huber, Mildred, Special Supervisor and State Adviser of FHA (Home Economics), 721 Capitol Mall, Room 407, Sacramento, California 95814

51. Hulse, Charles E., Assistant Supervisor (Business and Office Distributive), 412 Arizona State Building, Phoenix, Arizona 85007

52. Hutchins, Walter, Teacher-Educator (Agriculture), 338 Walnut Street, Canton, Mississippi 39046

53. Jensen, Clive, Local Director, (Trades and Industry), 545 East Malibu, Salt Lake City, Utah

54. Jobes, Don, Jr., Executive Secretary of FFA (Agriculture), Drawer AA Capitol Station, Austin, Texas 78711

55. Johnson, Delmar, Supervisor (Agriculture), Box 215, Hanover, Indiana 47243

56. Johnson, Walter T., Assistant State Supervisor (Agriculture), A & T College, 1005 Benbow Road, Greensboro, North Carolina

57. Joy, Robert D., Director (Distributive), 225 West State, Trenton, New Jersey 08625

58. Kantner, Earl, Executive Secretary of FFA, (Agriculture), Room G16, State Office Building, Columbus, Ohio 43215

59. Keels, Charles L., Executive Secretary of FFA (Agriculture), 1021 Tanglewood Drive, Cary, North Carolina 27511

60. Keen, Carl, Teacher-Coordinator (Distributive), 919 Anderson, Clarksdale, Mississippi 38614

61. Kingsbury, Miss Dorothy F., Teacher-Educator and State Adviser of FHA (Home Economics), Keene State College, Keene, New Hampshire 03431

62. Knight, Clyde, Assistant Teacher-Educator (Trades and Industry), 3823 N. Airport Drive, Stillwater, Oklahoma 74074

63. Kono, Takumi, Curriculum Specialist (Agriculture), P. O. 1922, Hilo, Hawaii 96720

64. Konzelman, Miss Joyce, State Adviser of FHA (Home Economics), 914 Meadowbrook, Bloomington, Indiana 47401

65. Kortesmaki, W. J., Executive Secretary of FFA (Agriculture), 2383 Doswell Avenue, St. Paul, Minnesota 55108

66. Lancaster, Stan, Supervisor (Agriculture), 32 State Services Building, Denver, Colorado 80203

67. Landman, Miss Joan, State Adviser of FHA and Assistant State Supervisor (Home Economics), 412 State Building, Phoenix, Arizona 85007

68. Latham, Bob, Salem Tech Chairman, Drafting Department (Trades and Industry), 2630 S. Liberty Street, Albany, Oregon 97321

69. Lightfoot, Elmer A., Executive Secretary-Treasurer of FFA (Agriculture), Box 928, Lansing, Michigan

70. Loewen, Curt, Coordinator (Agriculture), 4070 Glendale Avenue, N. E., Salem, Oregon 97303

71. Madson, Robert M., Supervisor, (Business and Office), 2597 Roth Place, White Bear Lake, Minnesota 55110

72. Mercer, Russell, State Supervisor (Business and Office), State Office Building, State Department of Education, Atlanta, Georgia 30334

73. Mitchell, Martin L., Consultant (Agriculture), State Department of Education, Stickney Avenue, Concord, New Hampshire

74. Moore, Carlos, State Supervisor (Agriculture), 412 Arizona State Building, Phoenix, Arizona

75. Myers, J. W., Executive Secretary of FFA (Agriculture), State Department of Education, Richmond, Virginia 23216

76. Northup, Raymond C., State Supervisor (Agriculture), State Department of Education, Roger Williams Building, Providence, Rhode Island 02908

77. Peddicord, Jim, Supervisor (Agriculture), Heroes Memorial Building, State Department of Education, Carson City, Nevada

78. Phillips, Miss Joe Marie, Chief Consultant and State FHA Adviser (Home Economics), Homemaking Education Division, Texas Education Agency, State Department of Education, Austin, Texas

79. Pieretti, Mrs. Genevieve, State Supervisor (Home Economics), 207 Winters Drive, Carson City, Nevada 89701

80. Plimley, William, Associate Supervisor, (Distributive), 126 Elm Street, Saugerties, New York

81. Polis, Henry, Supervisor (Agriculture), 3012 Friendly Grove, Olympia, Washington

82. Potter, Don, Assistant State Supervisor (Business and Office), 65 S. Front Street., Room 611, Columbus, Ohio 43215

83. Powers, Bill, State Supervisor (Technical Education), 1515 W. Sixth Street, Stillwater, Oklahoma 74074

84. Reed, Joe L., Professor and Head of Industrial Education (Trades and Industry), 1913 Lake Avenue, S. W. Knoxville, Tennessee

85. Rhudy, Lynne, State DECA Sponsor (Distributive) P. O. Box 2847, University, Alabama 35486

86. Richardson, Joe, Assistant State Supervisor (Agriculture), Box 274, Hatch, New Mexico 87937

87. Riddell, John L., Jr., Printing Instructor (Trades and Industry), 1127 Brown Street, Chester, Pennsylvania 19013

88. Rodriguez, Carlos A., Assistant State Director (Trades and Industry), 111 Matienzo Cintron Street, Hato Rey, Puerto Rico 00917

89. Rupert, Lois B., Assistant State Supervisor and Executive Secretary of FHA (Home Economics), Home Economics & School Food Service, DPI, Harrisburg, Pennsylvania 17126

90. Sawrie, Walter F., Supervisor (Trades and Industry), 4209 Cypress, North Little Rock, Arkansas 72116

91. Schweet, Ray, State Supervisor (Business and Office), Department of Public Instruction, Box 697, Dover, Delaware

92. Shanus, Mrs. Rosemary, Executive-Secretary (Business and Office), 5537 Woodland Road, Hopkins, Minnesota 55343

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94. Smith, S. M., Area Consultant and Adviser to State FFA Officers (Agriculture), Yorkshire, New York 14173

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99. Studer, Miss Peggy Jo, Local Adviser (Home Economics), Box 37, Beattie, Kansas 66406

100. Stultz, Mrs. Mary, State Adviser of FHA (Home Economics), 115 E. Church Street, Frederick, Maryland 21701

101. Tapp, Gerald R., State Adviser of DECA (Distributive), 160 N. LaSalle Street, Chicago, Illinois 60601

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112. Wulff, Nannie Lou, State Supervisor (Home Economics), 2922 Lee Avenue, Little Rock, Arkansas 72201

113. York, B. J., District Supervisor (Agriculture), State Department of Education, Montgomery, Alabama

Out-of-State Consultants

1. Blake, Duane, Head of Department of Vocational Education (Vocational Education), Vocational Education, Colorado State University, Fort Collins, Colorado 80521

2. Johnson, Floyd D., Teacher-Educator (Agriculture), P. O. Box 277, York, South Carolina 29745

3. Stevens, Glen, Professor of Agricultural Education (Agriculture), Department of Agricultural Education, Pennsylvania State University, State College, Pennsylvania 16801

4. Warren, James, Program Officer (Vocational-Technical), Vocational-Technical Education, Region III, Department of Health, Education, and Welfare, Charlottesville, Virginia

Washington, D. C. Representatives

1. Burke, Edgar S., Assistant Director (Distributive), 4421 Colorado Avenue, N. W., Washington, D. C. 20011

2. Gray, William Paul, National Executive Secretary of FFA (Agriculture), Washington, D. C.

3. Reel, Mildred, National Adviser (Home Economics), Future Homemakers of America, U. S. Office of Education, Washington, D. C. 20202

4. Taylor, James E., Jr., Education Specialist (Business and Office), 1384 Fourth Street, S. W., Washington, D. C. 20024

5. Teske, Philip R., Research Specialist (Agriculture), 400 Maryland Avenue, S. W., Washington, D. C. 20202

Guests

1. Carnes, Wilson W., Editor, "The National Future Farmer" (Agriculture), The National Future Farmer, Alexandria, Virginia

2. Cheatham, Ken, National Safety Council, Room 1000, Merchandise Mart, Chicago, Illinois

3. Heldreth, Harold, Manager, Youth Department, National Safety Council, 425 N. Michigan Avenue, Chicago, Illinois 60611

4. Seefeldt, Robert, Vocational Agriculture Teacher and FFA Fellowship Student (Agriculture), 7901 Riggs Road, Apartment J, Adelphi, Maryland 20783

Kentucky Representatives

1. Binkley, Harold, Teacher-Educator, College of Education, University of Kentucky, Lexington, Kentucky 40503

2. Carter, Keen Kenneth, Supervisor,(Business and Office), State Department of Education, Frankfort, Kentucky

3. Chancey, Gilbert, Specialist (Distributive Education), Division of Vocational Education, University of Kentucky, Lexington, Kentucky 40506

4. Foster, Agnes, Assistant State Adviser (Home Economics), Hartford, Kentucky

5. Hilton, E. P., Assistant Superintendent for Vocational Education, State Department of Education, Frankfort, Kentucky 40601

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9. Montgomery, W. C., Assistant State Director of Agricultural Education (Agriculture), Division of Agricultural Education, State Department of Education, Frankfort, Kentucky

10. Sparks, Harry, Superintendent of Public Instruction, State Department of Education, Frankfort, Kentucky 40601

11. Talbott, Robert, Assistant State Supervisor, State Office Building, Frankfort, Kentucky 40601

12. Vaughan, Mary Bell, Assistant State Director of Home Economics (Home Economics), Department of Education, State Office Building, Frankfort, Kentucky 40601

13. Williamson, Mary Lois, State Director of Home Economics (Home Economics), State Department of Education, Frankfort, Kentucky 40601

The Conference Program

The printed program for the Seminar may be found in the Appendix. The program of the Seminar as it was conducted follows. It will be noted that the program which follows has a few corrections in names and titles of some of the participants, plus some substitutions in personnel. In most cases the substitutions were made by letter in advance of the Seminar. In some cases the substitutions were made at Hardinsburg. It is significant that only one scheduled presentation had to be changed. Mr. Leon Lenton from Ohio was unable to attend the Seminar. During the period scheduled for his presentation on Tuesday, group meetings were held by vocational services. In one or two cases the order of the presentations for the day was changed slightly. With a few minor exceptions, the program was conducted exactly as it was planned with a minimum of substitutions of persons on the program.

Program

Seminar Theme: "Making Youth Organizations Contribute to Effective Teaching"

Monday, June 12

Theme: "Contribution of Youth Organizations to the Instructional Program"

Morning

Chairman: Robert Kelley, Kentucky

8:30-8:40	Devotional—Gilbert Chancey, Distributive Education, Kentucky
8:40-8:50	Orientation—James Maddox, Director, Kentucky FFA Leadership Training Center
8:50-9:20	"The Seminar; Its Development and Objectives"—Harold Binkley, Chairman, Division of Vocational Education, University of Kentucky
9:20-9:50	"Emerging Concepts of Youth Organizations and Their Purposes"—Duane Blake, Head, Division of Vocational Education, Colorado State University
10:10-10:30	"The Role of Youth Organizations in Vocational Education"—E. P. Hilton, Assistant Superintendent for Vocational Education, Kentucky
11:00-Noon	Reactions to Presentations (10 minutes each)—Mrs. Janet Barber, Home Economics, Georgia; Carl Keen, Distributive, Mississippi; Ray G. Schweet, Business and Office, Delaware; Neal Warrington, Agriculture, Connecticut)

Afternoon

Chairman: Joe Richardson, New Mexico

1:15-1:45	"Youth Organizations as Teaching Devices"—Floyd Johnson, President-elect of the American Vocational Association, South Carolina
1:45-2:15	Questioning Panel—B. B. Archer, Agriculture, Florida; Ernest DeAlton, Agriculture, North Dakota; Everett W. Fuller, Business and Office, Texas
2:15-2:45	"Good and Poor Examples of Using Activities of Youth Organizations in Teaching" Points of View (10 minutes each)—Mrs. Hazel Tripp, Home Economics, North Carolina; C. L. Keels, Agriculture, North Carolina
2:45-3:05	Coffee Break

3:05-3:15 Explanation of Committee Work (composition of committees, meeting places, and reports)—George Luster, Director, Instructional Materials Laboratory, Kentucky

3:15-4:45 Meetings of ten committees which discussed the presentations on the theme for the day, "Contribution of Youth Organizations to the Instructional Program"

Tuesday, June 13

Theme: "Contribution of Youth Organizations in Meeting Needs of Youth"

Morning

Chairman: Don Potter, Ohio

8:30-9:30 Committee Reports (Five reports of 10 minutes each)

9:30-10:00 "Leadership Training Programs; How the Program Here Is Conducted"—James Maddox, Agriculture, Kentucky

10:00-10:15 Questions—Stanley Lancaster, Agriculture, Colorado; Gerald R. Tapp, Distributive, Illinois

10:15-10:45 Coffee Break

10:45-11:15 "Developing Post High School Youth Organizations in Vocational Education"—Walter A. Chojnowski, Business and Office, Wisconsin

11:15-Noon Group Meetings by Vocational Services

Afternoon

Chairman: Miss Lois B. Rupert, Pennsylvania

1:15-2:00 "Post High School Youth Organizations in Vocational Education"
Questions or Points of View (10 minutes each)—C. L. Keels, Agriculture, North Carolina; Robert S. Latham, Trades and Industry, Oregon; Mrs. Mary N. Stultz, Home Economics, Maryland

2:00-2:30 "Involvement of Disadvantaged Students in Vocational Youth Organizations"—James Warren, Regional U. S. Office of Education, Charlottesville, Virginia

2:30-2:45 Questions from the Assembly

2:45-3:15 Coffee Break

3:15-4:45 Meetings of the ten committees which discussed the presentations on the theme for the day, "Contribution of Youth Organizations in Meeting the Needs of Youth"

Wednesday, June 14

Theme: "Program of Activities for Vocational Youth Organizations"

Morning

Chairman: J. C. Holland, Mississippi

8:30-9:30 Committee Reports (Five reports of 10 minutes each)

9:30-10:00 "The Local Program of Activities, The Starting Point" —Gerald Barton, Agriculture, Iowa

10:00-10:30 Coffee Break

10:30-11:40 Symposium: "Guidelines in Developing Local Programs of Activities for Vocational Youth Organizations" (20 minutes each)—W. C. Montgomery, Agriculture, Kentucky; Miss Joe Marie Phillips, Home Economics, Texas; Ron Strand, Distributive, Minnesota

11:40-Noon Questions or Reactions to Presentations (10 minutes each)—Miss Joyce Konzelman, Home Economics, Indiana; Bill Powers, Trades and Industry, Oklahoma

Afternoon

Chairman: Mrs. Joan K. Smith, North Carolina

1:15-1:55 Symposium: "How to Motivate Students to Plan and Carry Out the Program of Activities" (20 minutes each)—Miss Joan Landman, Home Economics, Arizona; Mrs. Rosemary Shanus, Business and Office, Minnesota

1:55-2:45 "Examples of Effective Use of Vocational Youth Organizations to Motivate Students to Learn" (15 minutes each)—J. E. Dunn, Agriculture, Georgia; W. T. Johnson, Agriculture, North Carolina; Miss Florence Stater, Home Economics, Minnesota

2:45-3:15 Coffee Break

3:15-4:45 Meetings of the ten committees which discussed presentations on the theme for the day, "Planning Programs of Activities"

Thursday, June 15

Theme: "Organizing and Administering Youth Organizations In Vocational Education"

Morning

Chairman: James Herman, California

8:30-9:30 Committee Reports (five reports of 10 minutes each)

9:30-10:00 "Developing Relationships with Business, Industry, School Administrators, and the Public; Techniques and Media to Use"—Russel J. Mercer, Business and Office, Georgia

10:00-10:30 Coffee Break

10:30-11:30 Symposium: "A Plan for Administering Youth Organizations" (20 minutes each)—Charles D. Bates, Trades and Industry, North Carolina; Weldon Else, Business and Office, Iowa; Elmer Lightfoot, Agriculture, Michigan

11:30-Noon Questioning Panel (on the presentations of the morning)—Roy W. Equall, Agriculture, Nebraska; Richard Higgins, Trades and Industry, Vermont; Miss Betty Lou Hoffman, Home Economics, Montana

Afternoon

Chairman: J. D. Harris, Missouri

1:15-2:00 "Preparing Teachers for Their Role as Advisers to Youth Organizations" (20 minutes each)—Joseph Reed, Trades and Industry, Tennessee; Frank Anthony, Agriculture, Pennsylvania

2:00-2:30	Reacting Panel (questions or discussion—10 minutes each)—W. E. Cooper, Agriculture, Alabama; Robert D. Joy, Distributive, New Jersey; Ed Weeks, Business and Office, New York
2:30-2:45	Questions from the Assembly (on Presentations of the day)
2:45-3:15	Coffee Break
3:15-4:45	Meetings of the ten committees which discussed the presentations on the theme for the day, "Organizing and Administering Youth Organizations in Vocational Education"

Friday, June 16

Theme: "Research, Evaluation, and Where To From Here?"

Morning

Chairman: S. M. Smith, New York

8:00-8:40	Committee Reports (Five reports of 10 minutes each)
8:40-9:20	"The Place of Research in Youth Organizations in Vocational Education"—Glenn Z. Stevens, Agricultural Education, Pennsylvania State University
9:20-9:50	"Evaluation of Youth Organizations"—Earl Kantner, Agriculture, Ohio
9:50-10:10	Coffee Break
10:10-11;15	Committee meetings by Vocational Service—Topics to Consider: "What We Have Learned From Other Services"; "Where Do We Go From Here?"
11:15-Noon	Committee Reports by Vocational Services (each report, 8 minutes)—Agricultural, Business and Office, Distributive, Home Economics, Trades and Industry
Noon-12:30	Summary of Seminar—Miss Mary Bell Vaughan, Home Economics, Kentucky
12:30	Meeting Adjourned—Lunch

Committee Work and Reports

The organization of each of the ten committees, including the chairman and recorder for each day, and the specific topics that each committee discussed is given in the Appendix. Each afternoon ten committees discussed designated topics on the theme for the day. The first hour each morning (Tuesday through Friday) was devoted to reports on the committee discussions the previous afternoon. However, to make efficient use of time and to get some coordination among committees, only five reports were given each morning. The two chairmen and two recorders from Committee 1 and Committee 2 met and combined their reports into one report. They also selected a person to give the combined report for Committees 1 and 2 during the first hour the next day.

The same arrangement as with Committees 1 and 2 was carried out each day during the week for Committees 3 and 4, Committees 5 and 6, Committees 7 and 8, and Committees 9 and 10. The composition of the ten committees remained the same for the week. Each committee had representatives from all vocational services and from all sections of the United States. (No two persons from the same state were on the same committee.) Although the members of the ten committees were the same for the week, each day each committee had a different chairman and a different recorder. This meant that the five committee reports which were given four days during the Seminar, from 8:30 to 9:20 in the morning, were given by 20 different persons. For the most part these reports were given by persons who did not appear on the Seminar program in any other capacity. Likewise designated committee chairmen and recorders for all committees in so far as possible were selected from persons who did not have other program responsibilities. An effort was made to involve all participants to the fullest extent in the program of the Seminar.

The Presentations

The complete texts of all presentations and committee reports are included in the Appendix.

The questions and answers following the presentations are not included. However, when the person on a reacting panel made a formal presentation, even though for just a few minutes, it is included. All committee reports are included as they were presented before the total group of participants.

EVALUATION

An evaluation form was included in the packet of material which all participants received before the seminar began. (A copy of this is included in the Appendix.) Table 4 gives a summary of the items in this evaluation form.

TABLE 4. SUMMARY OF THE EVALUATION OF THE SEMINAR BY THE PARTICIPANTS

Evaluation of the "Design" of the Seminar Program

	Excellent	Good	Fair
1. Purpose of the seminar................	101	11	11
2. Theme for each day of the seminar.....	69	44	0
3. Variety of presentations, panels......	40	56	16

Evaluation of "Content" of Seminar Program

	Excellent	Good	Fair
1. Extent to which presentations were appropriate, of quality, content, helpful, and challenging..............	43	68	3
2. Extent to which the panels contributed to carrying out the purpose of the seminar..............................	45	62	10
3. Extent to which the discussions, committee work, and reports contributed to carrying out the purpose of the seminar	53	51	8

Evaluation of "Facilities and Arrangements" for Seminar

	Excellent	Good	Fair	Poor
1. Extent to which the facilities were adequate for the seminar..............	34	50	23	8
2. Extent to which participants were informed of the seminar.......................	60	43	11	0
3. Extent to which participants were informed regarding transportation, expenses and administrative matters pertaining to the seminar..............................	72	30	11	2

(Table 4. Continued)

Extent to which the "Objectives" of the Seminar were Attained

Objectives	Quite Well	Adequate	Not Adequate
1. To see and understand the place of youth organizations in vocational education as teaching devices.......	80	33	1
2. To identify and evaluate current and emerging concepts related to program, organization, curriculum, and evaluation of youth organizations.........	38	70	8
3. To identify areas of personal development which enhance employability that can be taught through youth activities	12	67	29
4. To develop methods and procedures that state leaders may use in administering youth organizations and advising local personnel.................	35	64	14
5. To understand the role of states in providing leadership-training programs for members of youth organizations...........................	61	49	6
6. To see the place of youth organizations in working with disadvantaged groups............................	26	53	36
7. To assist state leaders to use effective communication procedures and techniques........................	27	74	8
8. To identify techniques of organizing youth organizations for post high-school students in vocational education............................	11	55	44
9. To understand the need for research and developmental programs to improve youth organizations as teaching devices...........................	40	50	12
10. To develop objectives for pre-service education of teachers to work effectively with youth organizations in vocational education...............	40	59	7

(Table 4. Continued)

Overall Evaluation of the Seminar

This was an open-ended question which permitted much variety. However, enough common terms were used to permit the following tabulation:

Excellent	19
Very Good	38
Good	30
Fair	4
Poor	1
Total	92

One person giving a "good" rating and one with an "excellent" rating qualified the rating by adding the words "except for facilities."

In addition to the 92 tabulated responses, given above, the following comments were written as an overall evaluation of the Seminar:

"Was very worthwhile"
"Good to excellent"
"Mixed, program excellent, facilities inadequate"
"One of the best"
"Too repetitious"
"Adequate, plus"
"It was well planned"
"An excellent idea"
"Well done"
"A big 'thank you' to the planners of the Seminar"
"Very satisfactory"
"A good program for leadership development"
"Very adequate"

Committee Evaluation

As a further evaluation of the Seminar five participants, one from each vocational service, came to the University of Kentucky at Lexington for an all-day meeting on September 8, to take a look at the Seminar after some time had elapsed. These persons were supplied the evaluations by the participants and the summary in Table 4. Their report follows:

The meeting began with a brief introductory session in which Dr. Binkley and Dr. Luster suggested possible items with which the evaluation committee should concern itself. However, they pointed out that while the suggested items ought to be included in the evaluation, the committee should feel free to include any and all other items that would add to the over-all evaluation of the 1967 Seminar. Dr. Binkley listed the following topics on the chalkboard for the committee's consideration:

1. Objectives of the Seminar. Were they appropriate?
2. How well were the objectives obtained?
3. Organization and structure of the seminar program
4. Setting of the Seminar--location and facilities
5. Utility--Use that can and should be made of the outcomes
6. Make recommendations regarding use of the report of the 1967 Seminar.
7. Follow up of participants in the Seminar.
8. Where should we go from here?
9. Should there be another National Seminar?
10. If so, what should be the "thrust"?
11. What personnel should attend?
12. When should it be held? Where?

Dr. Frank Anthony was chosen by the group as Chairman and Mrs. Hazel Tripp was selected as Secretary.

Dr. Binkley and Dr. Luster were excused from the room in order that the committee feel free to discuss all aspects of the 1967 Seminar. After a brief discussion, all committee members agreed that they had nothing to say about the seminar that they would not desire Dr. Luster and Dr. Binkley to hear. Therefore, they were invited to return to the committee meeting and to remain with the group throughout the remainder of the day to hear the reactions and evaluations by the committee.

Committee Conclusions and Recommendations

The evaluation committee discussed in great detail the reactions, critique, and evaluation by each of its members regarding the 1967 Seminar prior to looking at the evaluations by all of the participants. After the members of the committee had given their personal reactions and evaluations on the effectiveness of the seminar, and after reviewing the reactions and evaluations of all the participants, the committee's reactions were very much in line with the majority of the reactions of the participants themselves.

Topics in Order of Discussion:

1. Objectives of the Seminar. Were they appropriate?

   Yes, the committee felt that the objectives of the seminar were very appropriate, and the committee felt that the 1967 seminar program was very well planned, organized, and executed. It was felt by the committee, after much discussion, that the objectives were of such nature as to bring about a desirable orientation but no over-view of the status and existing needs of all vocational youth organization. The committee felt that objectives were identified and attained to a measurable degree other than those that were stated at the beginning of the 1967 Seminar. These were (1) the promotion of the recognition of common goals which points up the need for other seminars involving leaders for all youth in vocational education, (2) basic understandings, commonalities, and differences exist among the various vocational services which merit individual attention in such national meetings, as well as an over-all group approach resulting in an over-all cooperative impact in the interest of vocational education, and (3) creating an awareness for the need of further study and development of youth organizations among and within the various vocational services.

2. How well were the objectives obtained?

   The evaluation committee agreed that the seminar program was carefully planned to attain the desired objectives. Whereas, this was basically the first seminar of national scope that identified issues, problems, and concerns for vocational youth organizations, time at this orientation seminar did not permit participants to prepare detailed outlines and plans of action for individual state use. Therefore, the committee felt that future seminars should be geared toward developing guidelines, criteria, and plans of actions to be distributed to states as suggested programs and procedures.

3. Organization and structure of the seminar program

   The organization and structure of the seminar program were quite satisfactory. It provided group and individual division sessions; however, there seemed to be a feeling that a greater portion of time in following seminars should be given to the divisional areas in order that specifics for respective divisions can be worked out.

4. Setting of the seminar-location and facilities

   The setting of the 1967 seminar was adequate, and the location lended itself to the atmosphere of youth organizations. However, the committee felt that the final decision as to the location and facilities for the 1968 seminar should be left to the steering committee and those at the University of Kentucky for making the final arrangements according to the circumstances at the time.

5. Utility--Use that can and should be made of the outcome of the 1967 Seminar

   The committee felt that the presentations at the seminar should be reproduced and mailed, at least five copies to all state directors of vocational education, with the suggestion that they be distributed to the most appropriate individuals who have responsibility for supervising youth organizations within the states. It was also suggested that copies should be or could be mailed to the regional and to the Washington offices of the U. S. Office of Education.

6. Make recommendations regarding use of the report of the 1967 Seminar.

   The committee felt that the report should be distributed as indicated above. There would appear to be some merit of including a letter with copies of the report which would state that any suggestions or critique of the report would be appreciated, especially in light of future seminars.

7. Follow up of participants in the seminar

   The committee felt that there would be benefits derived from writing the participants or developing a short survey to get the participants to react to the seminar, and to report any activities completed or begun which were a result and/or were aided because of experiences at the 1967 Seminar.

8. Where should we go from here?

    The committee was unanimous in its belief, and very strongly so, that there should be another national youth leadership seminar for vocational personnel during the summer of 1968, and that appropriate plans should be undertaken now to see that such a seminar will become a reality in 1968. The committee also felt that a steering committee should be selected from the participants from the 1967 seminar to help plan the 1968 seminar.

9. Should there be another national seminar?

    It was the committee's viewpoint that there definitely should be a national seminar in 1968, as indiciated in previous topics.

10. If yes, what should be the "thrust"?

    Possible "thrusts" for 1968:

    a. Plans of action (detail) for implementing leadership techniques in all phases of supervising youth organizations
    b. Evaluation of the effectiveness of youth organizations
    c. The dynamics of motivating youth
    d. Methods for development of social skills through youth organizations such as leadership skills and human relations

11. What personnel should attend?

    Priority should be given to participants in the 1967 Seminar providing they have supervision responsibilities for developing and overseeing youth organizations within their State. A set of guidelines should be developed and sent to vocational directors in each state in order to assist them in selecting participants for the 1968 seminar. This should result in the type of participant who would benefit most from such a seminar. Another reason for the return of a sufficient number of those who participated in the 1967 Seminar would be to provide continuity in the 1968 Seminar.

12. When should it be held and where?

    The committee felt that the when and the where and the final plans and arrangements of the 1968 seminar should be left to the judgment of those in the Division of Vocational Education at the University of Kentucky who coordinated and directed the 1967 Seminar with exemplifying detailed planning and dedication.

Commendation for "Dedicated Service"

The Evaluation Committee was unanimous in its belief that the leadership, dedication, and all-out-attempt by Dr. Binkley and Dr. Luster to provide for the needs of every individual participant, as well as the group, should be made a matter of record and whereas reactions from many of the participants expressed the same gratitude, the committee therefore moved, seconded and passed unanimously:

> "The Evaluation Committee desires to express COMMENDATION to Dr. Binkley and Dr. Luster for their most outstanding and exceptional dedication in attempting to make the 1967 'National Seminar for Professional Leaders for Youth Organizations in Vocational Education' both an enjoyable and profitable one for all participants."

Respectfully submitted:

/s/
Hazel G. Tripp, Secretary
Evaluation Committee

Names and Addresses of Members of the Special Evaluation Committee

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Monday, June 12

Theme: "Contribution of Youth Organizations to the Instructional Program"

Morning

Chairman: Robert Kelley, Kentucky

Presentations

THE SEMINAR—ITS DEVELOPMENT AND OBJECTIVES

Dr. Harold R. Binkley, Chairman
Division of Vocational Education
University of Kentucky

This seminar had its beginning in the minds of a few people who felt a keen need for making the youth organizations associated with vocational education contribute to instructional programs. Some youth organizations and individual chapters and clubs have geared the local program of activities to instructional programs, and youth organizations have made significant contributions to effective teaching. This seminar, as stated in the title, is for the professional leaders in vocational education who have responsibilities for the various youth organizations in vocational education.

The primary purpose of the seminar is to facilitate the upgrading of the professional leadership in vocational education to use the youth organizations as teaching devices—to motivate instructional programs in vocational education.

A proposal was submitted in October, 1966, to conduct such a seminar. The original proposal for a seminar was designed primarily for people in agriculture, to which five professional leaders from each of the other vocational services would be invited to participate. The letter of approval, which came in late January, suggested more participation by people from the other services.

At a conference in Washington, D. C., in early February with all service areas represented, it was decided to reduce the agricultural education participation and increase the participation to 20 persons for each of the other service areas: business and office, distributive, home economics, and trades and industry.

A tentative list of topics to be discussed was developed. All vocational services had a part in revising the list, changing the topics under a theme for each day and many other things. The head of each of the service areas in the U. S. Office suggested the individuals to be invited. The number of persons here represents 95 percent of those invited. We are pleased that all of you are present. We sincerely hope that this is only a beginning of a series of seminars in which all service areas can unite and make a major thrust in terms of the "what" and "how" needed to make youth organizations "dynamic teaching devices" to motivate instructional programs.

Need for the Seminar

There is a very definite need for the professional workers in vocational education who have leadership responsibilities for youth organizations in the states to be together on many things and to present a united and consistent front to the public regarding the purpose and place of our youth organizations. The professional leadership includes the executive secretaries, directors of leadership-training centers, state supervisors, and teacher educators who have responsibilities for (pre-service and in-service) educational programs pertaining to youth organizations. The Vocational Education Act of 1963 made it possible to broaden vocational education and stressed the need for youth organizations for the development of leadership and citizenship in all services of vocational education.

There is a definite and keenly-felt need for clarity, unity, and continuity of purpose in programs of vocational youth organizations as a teaching facility throughout the United States.

There is also a need for a clear understanding of the new and expanding role of youth organizations in the "breakthrough" in vocations in the total field of vocational education. There is urgency for early recognition, clarification, agreement, and dissemination of proven concepts in the breakthrough in occupations and the role of the youth organizations.

With the expansion and development of programs at the post-high school level, there is a need for prompt and thorough exploration of the need for youth organizations to serve this group of young people.

Your letters have indicated a concern for organizing and developing youth organizations which are stressed in the 1963 Act. It is felt that the leadership in all services, responsible for youth organizations, can profit a great deal from meeting together and participating in such a seminar. Likewise, it is felt that the leadership from each service will contribute new insights and concerns which will benefit the leadership from the other services.

Purpose and Objectives

As stated earlier, the primary purpose of the seminar is to facilitate—to expedite—the upgrading of the professional leadership in vocational education in the use of youth organizations as effective teaching devices.

The major objectives to be attained this week are:

a. To see and understand the place of youth organizations in vocational education as teaching devices.
b. To identify and evaluate current and emerging concepts related to program, organization, curriculum, and evaluation of youth organizations.
c. To identify areas of personal development which enhance employability that can be taught through youth activities.
d. To develop effective methods and procedures that state leaders may use in administering youth organizations and advising local personnel.
e. To understand the role of states in providing leadership-training programs for members of youth organizations.
f. To see the place of youth organizations in working with disadvantaged youth and youth groups.
g. To assist state leaders to use effective communication procedures and techniques.
h. To identify techniques of organizing youth organizations for post-high-school students in vocational education.
i. To understand the need for research and developmental programs to improve youth organizations as teaching devices.
j. To develop objectives for pre-service education of teachers to work effectively with youth organizations in vocational eudcation.

Significance and Expected Contributions

The seminar should provide an opportunity for "depth thinking" on the part of the leadership on how to use youth organizations as teaching devices. The seminar has brought together the leadership —the best thinking in the field—which should provide an intensiveness of thought and the solidification of a "plan of action" as to the roles of youth organizations in light of stated objectives in the 1963 Act. Those assembled here should develop specific ways of making the youth organizations contribute to the development of leadership, citizenship, and cooperation which will be of great benefit to those who will be employed in the wide, broad, and complex "world of work."

In addition, the seminar should result in the state leaders developing effective communication techniques and procedures to be used in developing relationships among the youth organizations in vocational education and with groups outside of vocational education, such as school administrators, business and industry, organizations, and the public at large.

The seminar report should serve as a basis for the state conferences of vocational teachers to update them on the place of the youth organizations in the total program of vocational education. Likewise, the report should serve as a basis for conferences of state and national leaders of youth organizations in vocational education.

In addition, the report should serve as a basis for revising and establishing pre-service and in-service courses for vocational teachers relative to the place of youth organizations in vocational education, and to make clear the teacher's responsibilities for and to youth organizations.

Plan for the Seminar

You have already noted the plan of the seminar in the printed program. Through presentations, reaction panels, discussion panels, discussion groups, committee work, and small group conferences it is hoped that the objectives of the seminar will be attained. We hope that each of you will concentrate on developing "a program of action" for your state which can be discussed with the other professional leaders, and put into operation.

I challenge each of us to keep clearly in mind the purpose and objectives of the seminar, so that we can keep our eye on the target and place as many shots in the "bull's eye" as possible.

EMERGING CONCEPTS OF YOUTH ORGANIZATIONS AND THEIR PURPOSES

Dr. Duane L. Blake, Head
Department of Vocational Education
Colorado State University

You might note that the title assigned to me for this presentation is "Emerging Concepts of Youth Organizations and Their Purposes." Let me make one thing clear at the outset. While I may have a few ideas for the future concepts of youth organizations, I do not propose in this presentation to suggest what the final plan should be. It will be my task, nonetheless, to enumerate certain concepts that may be emerging that will have an everlasting influence on youth organizations in vocational education.

Youth organizations in vocational education can, and do have, a real influence on our young people of today. I, for one, do not agree that youth is so tremendously different today. We constantly read about the liberalism group of young people. They sometimes are called the "community love" groups. We have always had the extremist section in our society, but never as well organized and never in as large a proportion. I believe that an expanded-youth organization program could help greatly in this matter. As noted in the January 23 issue of U. S. News and World Report, Bishop Fulton Sheen said, "A pity is shown, not to the mugged, but to the mugger; not to the family of the murdered, but to the murderer; not to the woman who was raped, but the rapist." This attitude, said Bishop Sheen, is responsible to a large degree for the rising crime rate in the United States and the fact that 12 out of every 100 policemen were assaulted last year. Bishop Sheen also deplored the social slobberers who insist on compassion being shown to the junkies, to the dope fiends, the throat slashers, the beatniks, the prostitutes, the homosexuals, and the punks. He continued, "Today the decent man is practically off the reservation." From my experience with a youth organization in vocational education, I believe a tremendous amount of true democratic leadership and citizenship can be established.

Let me cite a personal experience of observing no leadership being developed among a group of young men versus vast amounts of leadership being developed. When one group, state tournament caliber basketball players, presented a gift to the coach, it was handled crudely with no appropriate remarks, just "here is a shirt for you." Last week I observed the Colorado Future Farmers of America in action at their state convention. I would venture to say that almost 100 percent of those seniors in attendance could make several very appropriate and mature remarks in the process of presenting a gift, if called upon to do so. I observed the state officers escort their mothers and fathers to the stage to give them each an introduction and an award. Each young man kissed his mother and shook his father's hand as he congratulated him and gave him the honorary state farmer award. The other group mentioned above even refused to sit with their parents during the dinner. The members of one group are well on their way to becoming future leaders in America; the members of the other group are prepared only to accept the spoils and possibly to become a part of the liberalism group.

Increasing recognition is being given vocational education as a part of the entire educational program. Vocational education for all students has recently been emphasized by national leaders in vocational education. This may have great implications for youth organizations at a level other than high school.

The philosophy of vocational education is changing as the leadership responsibility in vocational education changes. There is evidence that this change in philosophy is receiving greater consideration. This broadened responsibility for vocational education could mean that we will become more involved with junior high school youth groups, as well as post high school groups. The need certainly does exist.

A new concept of professional responsibility is emerging. We have a responsibility to become informed fully and to participate in an informed, intelligent and morally responsible manner as new concepts of youth organizations develop in vocational education. The direction of youth leaders is clear. We must focus on the leadership of those served by educational programs and not on the mere preservation of existing identity. This is our charge!

Some of the emerging concepts of youth organizations are: (1) new youth organizations in vocational education, (2) greater coordination of activities, (3) change in purpose of organizations, (4) commonalities involved, (5) cooperative activities needed, (6) social and economic reforms, (7) real need for the development of agressive leadership in the field of work, (8) added responsibilities in developing better citizenship, and (9) greater community involvement in youth activities.

As we develop new areas of vocational education such as business and office education and technical education, the need for leadership development in these areas should be explored. Those of you in the newer vocational areas have the opportunity to bypass many years of development by relying heavily on organizations that have developed sound leadership programs. Two organizations that have developed sound leadership are the Future Farmers of America and the Future Homemakers of America. Other existing organizations should glean the activities of these two groups to discover those activities that are appropriate and have proven to be successful. I hope that you do not pass up such things as the ritual, including the salute to the flag.

The second concept that was mentioned involves all existing organizations. The role or purpose of each of the existing organizations is constantly changing as the educational role of the respective vocational service area changes. It is necessary that leaders in these areas identify these changes. I am thinking of the merger of the FFA and the NFA and the expansion of programs to include related off-farm occupations in agriculture and the wage-earning curricula in home economics.

A greater coordination of youth organizations is emerging. What route this should take will be influenced by decisions of such groups as this one meeting here today. Some have the concept of a merger into one organization. For all purposes this seems impractical, and I believe that it would be unsuccessful. We must not forget that we are striving to get the most participation by the most people. However there exists a need for some type of coordination to be developed. I am afraid that if an advisory coordinating group is not developed with a strong representation of all services, the troops may become too divided to sustain the necessary forward development.

Commonalities among the various youth organizations need to be identified and subsequent cross fertilization needs to take place. Greater depth of program can be achieved through identified commonalities.

Cooperative activities among all youth groups are emerging. As an example, Mr. Lancaster, State Executive Secretary of the Colorado Future Farmers of America, has developed a state-wide leadership program for all vocational youth groups which will start next year. The plans include complete direction of the program by Future Farmer Officers with a gradual three-year phasing out program to include the leadership role of all organizations as they are ready to resume the responsibility for their portion. More such activities need to emerge, and I am sure that they will.

The United States of America is involved in a social and economice reform. These changes have great influence on the role of the youth organizations. Emerging changes are necessary to meet the present-day needs of our youth. We need to study the basic needs of our youth. These changes need to be identified.

People in the field of work are many times denied the leadership training so badly needed. The world of work needs good, honest leaders to cope with the many varied problems that exist today. We have seen and read about some of the existing poor leadership. It seems to me that in DECA and VICA, for example, there is an unlimited source of funds from industry to help develop top leadership-training programs. Ways and means of tapping this source and successfully carrying out the charge need to be identified.

We all have an added responsibility in developing better citizenship among our young people. We also have the responsibility of developing a more wholesome atmosphere in which to raise our young people. Have you listened to the words of a present day song, "Don't Blame It On The Children?" They follow:

DON"T BLAME IT ON THE CHILDREN

-Sammy Davis, Jr.

You know we read in the papers and hear on the air,
Of killing and stealing and crime everywhere.
We sigh and we say as we notice the trend,
"This young generation, where will it end?"
But can we be sure that it's their fault alone?
I mean that maybe a part of it isn't their own.
Aren't we guilty to place in their way too many things that
  can lead them astray.
Like too much money to spend,
Too much idle time.
Too many movies; the kind of passionate crime.
Too many books, man, not even fit to be read.
But they don't make the movies, they don't write the books.
They don't paint gay pictures of gangsters and crooks.
They don't make the money, they don't buy the cars.
They don't make the liquor, they don't run the bars.
They don't peddle the dope that, well, that addles the brain.
That's all done by older folks, man, greedy for gain.
Juvenile delinquents, ho ho, how quick we do condemn
The sins of a nation and then go and blame it on them.
Through the laws of the blameless, the Savior makes known
Who's there among us to cast the first stone.
In so many cases it's sad, but it's true, the title delinquent,
  fits older folks too!

A need is emerging for greater development in citizenship. We need to identify new and better techniques for development of citizenship.

With greater mobility and structural changes in society comes more community involvement. This is true of youth activities as well. We need to identify ways and means of more community involvement in our youth activities.

Some of these emerging concepts are going to create many problems for you leaders to solve. Some will have the problem of getting present classroom teachers to accept the added responsibility and time involved in administering a sound and agressive youth organization. Vocational agriculture teachers, in the main, have been indoctrinated from the very beginning in the responsibility involved. It may take some time to achieve this in some of the service areas.

I am sure that as we develop new and better ways of coping with these emerging concepts, new and fresh ideas will be conceived.

Many years ago I fell in love with a youth organization called the Future Farmers of America. I am sure that the opportunity to serve in a leadership role in the FFA has always had an influence on my activities. I hope that you can meet the tremendous charge and develop each of the vocational education youth groups to their maximum. This will result in 50 to 60 percent of our nation's youth having an opportunity to develop the poise, self-reliance and ability needed to lead America through the many developmental crises of our modern world.

THE ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION

E. P. Hilton
Assistant Superintendent for Vocational Education
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Frankfort, Kentucky

Situation

There is a number of different concepts of the role of youth organizations in vocational education by the different occupational field groups. Not only is there difference in the concept by occupational fields, but there are different concepts of the role of youth organizations by different individuals within an occupational field. School administrators, teachers, and others also have different concepts of the role of youth organizations in vocational education. I hope that this seminar can agree on some common understanding of the role of all youth organizations and the part they play in vocational education. There are common elements in the youth organizations in each of the occupational fields. These common elements should be identified and made a part of each youth organization. Each of the occupational fields also has separate roles for the youth organization; therefore, one youth organization in vocational education is not adequate. Each occupational field should have a youth organization that will supplement its program but these youth organizations should all have certain common elements and common objectives. It is the job of this seminar to determine what these are.

Recent Legislation and Rules and Regulations Recognizing Vocational Education as a Part of the Total Program of Vocational Education

Public Law 88-210 makes it necessary for each state to have a State Plan for Vocational Education. This State Plan sets forth how the program is to be administered. The rules and regulations from the U. S. Office of Education for the administration of vocational education specifically recognize in vocational education youth organizations. Section 104.13 (1) states: "Youth Organizations. When the activities of vocational education youth organizations complement the vocational instruction offered, such activities will be supervised by persons who are qualified as vocational education teachers or supervisors within the State."

Section 2.41 of the Kentucky State Plan for Vocational Education deals with youth organizations, and I quote from our State Plan:

> "2.41-1 Programs of vocational education may be enriched when the activities of vocational education youth organizations complement the vocational instruction offered. These organizations shall be an integral part of the instructional program."
>
> "2.41-2 Local youth organizations in vocational education which are organized as part of a state organization shall be supervised by persons who are qualified as vocational education teachers and/or supervisors within the state."

Contributions of Youth Organizations

Youth organizations can make many contributions to the total program of vocational education. I shall list only a few.

a. They serve to motivate, vitalize, and round out the instruction in a vocational field.
b. They permit active participation in leadership functions through:
    a. Learning by doing
    b. Planning and executing plans
    c. Developing teamwork through committees and projected programs of activities

Youth Organizations Must Be Under Public Supervision and Control

This is mandated under the federal regulations and by the State Plan referred to earlier. Not only must the youth organizations be under public supervision and control, but the activities of these organizations must be a part of the regular school program; and as such, they should conform to all rules and regulations governing the regular school program.

Instruction Provided in Youth Organizations Should Be Planned As A Part of the Course of Study

To evaluate the course of study, the following questions should be answered:

a. Does the teacher have teaching objectives clearly stated?
b. Are these objectives clearly understood by all?
c. Is adequate time given in the course of study for the instruction necessary to attain the teaching objectives?
d. Are goals developed?
e. Does the teacher have in mind ways and means of reaching the objectives?
f. Are the results evaluated in terms of objectives?

Youth Organizations Must Be Safeguarded Against Exploitation

a. Political

Since youth organizations are used to supplement the instruction in an occupational field, certain safeguards must be established so that they are not exploited by partisan politics. Youth organizations should not endorse any political party or political candidate or take an active part in any political campaign.

b. Business and Industry

The same safeguards should be set up to prevent exploitation from business and industry. Again, the organization should not endorse any product or any company. This does not mean that they cannot accept support from business and industry, or any political party for that matter, but this support should be accepted without any strings attached.

Summary

I would hope that this seminar would agree on:

a. The role of youth organizations in vocational education
b. Defining the common objectives of all youth organizations
c. Recognizing differences in vocational fields

d. Agreeing on the place in curriculum for teaching on youth organizations
e. Developing policies for state and local supervision of youth organizations
f. Developing policies that safeguard youth organizations against exploitation

Afternoon

Chairman: Joe Richardson, New Mexico

Presentations

YOUTH ORGANIZATIONS AS TEACHING DEVICES

Floyd Johnson
President Elect
American Vocational Association
York, South Carolina

Mr. Chairman, participants and others in attendance at the seminar: I am pleased to have an opportunity to speak to this distinguished group of professional leaders in vocational education from throughout the Nation.

First, allow me to bring you greetings from the American Vocational Association, and especially from the members of the AVA Board of Directors and the Headquarters Staff. The Board and Staff appreciate the fine work leaders of vocational-youth education organizations have done through the years. We are fully aware of the many fine contributions such leaders have made toward the development and carrying out of strong programs in vocational education across the Nation. On behalf of the AVA, I would like to say a big thank you for a job well done, and keep up the good work in the years ahead. Also, let the leaders in AVA know if our great national organization can be of service to you in the performance of your duties.

The topic I have been assigned to discuss with you is "Youth Organizations As Teaching Devices." This is a most appropriate topic to discuss with a group of professional leaders of youth organizations in vocational education. In discussing this subject with you, a rather general approach will be used rather than taking each youth organization separately. No attempt will be made to give historical sketches or statistical reports of the various youth organizations. An attempt will be made to establish certain commonalities for all the youth organizations concerning their general aims and purposes. Also, I will deal with the organizations that have been used as teaching devices in developing and carrying out strong instructional programs in each field of vocational education through the years.

Most attention will be given to the following youth organizations: Future Farmers of America, Future Homemakers of America, Distributive Education Clubs of America, and Vocational Industrial Clubs of America.

Common Aims and Purposes of Vocational Youth Organizations

a. To develop competent, agressive leadership
b. To strengthen the confidence of young men and women in themselves and their work
c. To create more interest and understanding in the intelligent selection of occupational choices
d. To encourage members to improve their home, school, and community
e. To encourage members in the development of individual projects and in establishing themselves in a business of their own
f. To develop character, train for useful citizenship, and foster patriotism
g. To participate in cooperative effort
h. To encourage and practice thrift
i. To encourage improvement in scholarship
j. To encourage the development of organized recreational activities
k. To encourage participation in worthy undertakings which will improve vocational education in the various fields
l. To promote international goodwill and understanding

The aims and purposes listed are among the more important for the various youth organizations. They will serve as a basis for further discussion with you.

Certainly these aims and purposes lay a solid foundation for the development of a quality program of instruction for all vocational-education youth organizations. The primary responsibility for using youth organizations as teaching devices rests with the vocational-eudcation classroom teacher.

The remaining portion of my presentation will be based on my own experiences as a teacher of agriculture for 27 years or the experiences of my fellow vocational education classroom teachers whom it has been my privilege to know and work with through the years.

Some Ways or Means by Which Youth Organizations Have Been Used As Teaching Devices

a. Leadership development by encouraging students (1) to enter public speaking contests; (2) to participate in parlimentary procedure contests, radio and TV broadcasts, and chapter officer training workshops; (3) by assigning chapter officers and other members to speak before various groups; (4) by involving them in developing the annual chapter program of work; and (5) by enabling them to attend and participate in leadership conferences, both state and national.

b. To help students develop confidence in themselves by encouraging students (1) to enter competitive activities; (2) by providing opportunities for them to serve as leaders, and followers, in helping with their special talents or abilities; (3) by coordinating instructional efforts with other professional staff members to give students an opportunity to excell in areas of special abilities; and (4) by making arrangements for appropriate recognition to be given students for their achievements.

c. To aid students in occupational choices and establishment in business by (1) aiding students in developing individual projects or supervised practice programs; (2) providing students an opportunity to participate in work-study programs or to secure employment in a business related to their particular vocational interest; (3) acquainting students with the occupational opportunities available to them in the various fields; and (4) by having them evaluate their possibilities for success, service, and happiness in various areas of endeavor.

d. To encourage improvement in home, school, and community by (1) providing well-planned, instructional units on the economic, educational, and social needs of the home, school, and community; (2) involving students in planning and developing activities which will improve the home, school, and community; and (3) by encouraging students to participate in studies and surveys that are made to aid in the economic development of their community.

e. To develop character, train for useful citizenship, and foster patriotism by (1) providing opportunities in school for students to participate in activities which will develop the highest type of personal character, (2) working with appropriate community leaders in providing opportunities for students to become involved in wholesome activities which will promote maximum character development, (3) dealing with real-life situations which will help make desirable adjustments in character development, (4) providing opportunities for students to participate in activities which will develop responsibilities of citizenship, and (5) by including a unit in the instructional program on character development, citizenship, and patriotism.

f. To develop a spirit of cooperation by (1) organizing a chapter cooperative to develop and carry out activities which will be beneficial to members, (2) encouraging student participation in activities which will enable them to learn how to get along and work with other people, and (3) by including a unit in the instructional program on how we organize to do business in America.

g. To encourage and practice thrift by (1) enabling students to participate in various activities to raise chapter funds, (2) involving students in developing a chapter budget, (3) dealing with a unit on individual and family budgets, (4) developing budgets for student projects, (5) aiding students in securing financial assistance for their projects or supervised-practice programs, and (6) by encouraging students to develop a regular system of saving a portion of their earnings.

h. To encourage improvement in scholarship by (1) urging students to work toward attaining advanced degrees of membership in the youth organizations, (2) establishing high-scholastic standards for participation in contests and other chapter activities, (3) showing students the importance of high-scholastic achievement, and (4) by presenting appropriate awards to students for scholastic achievements.

i. To develop organized recreation by (1) planning a chapter recreational program for maximum participation of members, (2) encouraging participation of students in the school-and-community recreational programs, (3) and by encouraging and assisting students in planning family recreational activities.

j. To expand and improve offerings in vocational education by (1) using various media to keep the public informed of developments in vocational education, (2) conducting studies and surveys to determine additional needs for training in vocational education, (3) working with appropriate leaders to bring about desirable changes and adjustments in vocational-education training programs, (4) working with appropriate leaders to secure the necessary support to conduct needed training programs in vocational education, and (5) by using youth organizations as "show" windows for achievement and progress.

k. To promote international good will and understanding by using students who have participated in various international youth exchange programs to be on chapter programs and to meet in vocational classes to exchange ideas and information.

You will readily understand that there are many other ways or means by which youth organizations have been used as teaching devices. It is hoped that the items I have mentioned will stimulate additional thought on this important topic.

It is the opinion of the speaker that programs developed and carried out by youth organizations should be designed and used as an integral part of the instructional program in vocational education. It is believed that the major portion of all activities participated in by members of vocational education youth organizations have an educational aspect. This is the chief reason for the great success story written by youth organizations in vocational education through the years.

Again, I appreciate the opportunity to participate in this seminar. Thank you for being such a fine audience.

EXAMPLES OF YOUTH ACTIVITIES IN TEACHING

Mrs. Hazel G. Tripp
Assistant State Supervisor of Home Economics
North Carolina

Since membership in youth organizations is voluntary, activities should be planned primarily to be in gear with the interest of the members. However, advisers need to guide members to select activities that will provide learning situations. The success of the chapter depends upon motivation, and this can be achieved in most cases if members choose activities and select the ways they would like to carry out the plans.

As advisers, we are helping FHA'ers to prepare for their future if we guide them to choose activities carefully. I have often heard adults state, "Life certainly is rushed when one is an adult." Every FHA member should recognize this fact with deep concern and begin to prepare for such a life. We advisers know that our youth organizations do provide activities that help the members show courage and develop traits that adults must possess.

Using the letters FHA, I'd like to outline some of the successful activities that have been reported in North Carolina.

"F" stands for friends, family, future, and faith. Activities in our organization include getting along with family members. As FHA'ers do this, they come to understand the necessity for preparing for the responsibilities of the future. They develop a more realistic outlook on life and a stronger, more meaningful faith.

"H" stands for homes and homemakers. Our projects in FHA must help members work toward the definite objectives of becoming better family members.

"A" stands for activities, abilities, and America. Through our youth organization, members learn to recognize and develop these abilities to the fullest. We teach them to help make leisure time constructive time.

I would like to share with you a poem written by one of our state officers which expressed what she thought about activities of the North Carolina Association of Future Homemakers of America.

HOMEMAKERS OF AMERICA

"FHA is a friendly way to help us learn about life;
For we practice goals that show us it's happiness and strife.
Our National Program of Work is designed especially with teen-agers in mind;
Such things as morals and manners matter, how to act when we go out to dine.

Through FHA we learn to contribute to the joy and satisfaction of living,
That you don't just receive it all; there's a lot in life for giving.
We try to promote understanding among all our family members.
But we find it's like building a house; you need the right kind of timbers.

Now the right ingredients is like making a cake; it has to be mixed quite well.
Cause if love or patience or understanding is left out, you can surely tell.
Our advisers say that individuality counts—for us to always act natural.
For you can never be anyone else. It's been proven to be factual.

So as you see we learn a lot about living life to its best;
Then we go and get a chance to put it to a test.

If you don't want to miss out on all our fun this way,
Go out to the nearest recruiting office and join FHA today."

Examples of Successful Activities

Classroom Experiences

Choose activities in which the teens express interest, and let them plan as much as possible. There needs to be correlation of home experiences with chapter programs. Chapter programs focus attention on values in the family; home experiences are also directed toward this. Benefits of FHA activities to classroom instruction are:

a. Enthusiasm is greater in the classroom because of working and participating in FHA activities.
b. A closer relationship exists between student and teacher.
c. Girls learn to work and carry through with plans in FHA committees. This is an excellent classroom technique.
d. Experiences of the FHA members are varied and include more areas; therefore, classroom instruction is more adaptable.
e. FHA'ers are more concerned in the classroom when family values are taught because of their activities in the relating to family living, working with the elderly, and doing for others.

Service

Young teens are often uncomfortable around older and sick people; however, they enjoy singing in groups for them, or making things for them. Such FHA activities can stimulate class discussions on family relations.

Special Entertainment

Involve as many chapter members as possible. At chapter meetings, or even banquets or teas, role play ideas learned in the class about values in the family. Girls can profit much from planning and carrying out their plans. Advise the girls, but be careful not to dictate!

Achievement Program

Start planning chapter activities early in the year. This can be a definite asset to planning home economics activities in the classroom. Just as clear, concise, written, individual instructions are needed for classes, they are also important for chapter committee assignments and programs.

Learnings

Many learnings can be achieved in the FHA chapter that would be beneficial for class instruction, but time does not permit everything. Chapter committees can work cooperatively according to individual interests for achievement of degrees.

Publicity

One of the best signs of a dynamic classroom is an active youth organization. Make sure that activities in both receive as much publicity as possible through posters and bulletin boards with photographs of activities. Girls who are enthusiastic about chapter activities will also be enthusiastic about classroom experiences.

Examples of Good Chapter Activities That Are Helpful in Teaching

a. Wholesome recreation for teenagers, well planned and chaperoned, is an activity that could be used in class discussion.

b. Service activities that teach understanding of and concern for others:
   - --FHA members emphasizing safety
   - --Visiting shut-ins in the community
   - --Making items and sending them to servicemen in Viet Nam
   - --Grandmothers entertained at a social
   - --Handicapped teenage girl visited by FHA members

c. Beautification projects:
   - --Members assisting with lunchroom clean-up
   - --Members planting rose bushes on the school grounds or in the community

   One chapter reported that cooperative planning was done by the FFA and FHA chapters in the school to landscape school surroundings. This type of project does several things. It provides motivation that I consider an asset to every chapter. Members learn to develop plans and then carry them out. They receive satisfaction when a job is well done.

d. Publicity which shows FHA activities as a part of the home economics program is very beneficial. Programs introducing FHA to eighth-grade girls, and their mothers, can be very stimulating.

e. Activities which teach planning and cooperation, such as mother-daughter banquets. This improves communication among family members. Girls learn to plan and successfully carry out programs. The planning-learning experiences are helpful in the classroom.

f. Creative experiences are helpful in teaching. Members may write skits for a chapter program which can also be used in class discussion.

g. Youth projects emphasizing leadership:
  --County workshops
  --Summer workshops for chapter officers to plan an orientation program for new officers. This is a good way to provide time to plan tentative programs for the coming year.
  --Recreational activities, with leadership by girls.

Activities That Help Girls to Prepare For The Future

a. FHA'ers may keep pre-school children at PTA functions or for adult class members.
b. FHA'ers should learn and become aware of civic responsibilities. Remind people to vote and baby-sit while mom and dad go to the polls.
c. Assist in the community by acquainting elderly people with the medi-care program.
d. FHA'ers may participate in community drives such as for the "heart fund."
e. FHA girls may help with local "head-start" programs.

Head Start

FHA members who assist in this project are able to see children grow and develop first hand. It also helps the girls to assume a role of leadership, accepting responsibility as well as discipline. Working with these children makes FHA'ers aware of their privileges and opportunities and helps them to realize the importance of family relations and parents' responsibilities. Many girls learn to appreciate and enjoy children more than before. The girls are amazed at the difference in children. They gain an appreciation of how children can be trained to cooperate, and how to change behavior patterns. They learn to assume responsibility and to appreciate individual differences. Girls recognize the effect of home influences and environment on each child's physical and social development. FHA members show a better understanding of children and also improve their own personal relationships. Students realize the importance of setting a good example.

Educational Chapter Programs Teach

a. Proper etiquette. Also, the flag and pledge of allegiance are used at meetings.
b. Legal matters. A guest speaker can interest the group and cause questions to start popping.
c. Leisure time to be constructive time. At meetings, use films, invite a person with a special hobby, and have a demonstration of crafts. Skits written by members can be stimulating. Choose activities that allow members to exercise individual talent.

d. Cooperate with other agencies. An FFA-FHA panel is good.

Social Activities That Provide Meaningful Experiences

a. Family covered-dish supper
b. Daddy-date night
c. Welcome night

I'd like to share with you a recipe sent by a chapter that gives ingredients that they consider essential for an active chapter

Recipe for a Good Active Chapter

Ingredients	Members
Flavoring	Fun sessions and meeting friends
Baking Powder	Opportunity to use and share ideas
Flour (body)	Speakers and new ideas
Eggs	Theme or bindings
Milk	Growing progress of the organization
Shortening (texture)	Election of officers
Cooking	Participating

To have a good chapter there must be members, the basic ingredient. Then to give flavor to the meetings, a chapter must have fun sessions and provide members a chance to meet new friends. By adding baking powder, the chapter members are provided a chance to share ideas with others. And our recipe grows and expands. Now, add the flour, a very essential ingredient. Without the aid of speakers and the new ideas they share with members, the chapter would not have a body. Add a few eggs and get the theme. Next, stir in a little milk, the growing progress of the organization. Last, but not least, add the shortening. Without this ingredient, capable officers, the whole recipe would be a failure. After thoroughly mixing the recipe, it must be cooked. Cooking is one of the most important steps. Even though all of the ingredients are mixed together, without everyone participating we don't have the finished product that makes the whole recipe worth while.

GOOD AND POOR EXAMPLES OF USING ACTIVITIES OF YOUTH ORGANIZATIONS IN TEACHING

C. L. Keels
State FFA Executive Secretary
North Carolina

My frame of reference in discussing this subject is the FFA. However, I believe most of the points will apply equally well to any of the other organizations.

There is a somewhat standardized category or classificiation of activities by which most FFA chapters plan their programs of work. These are supervised practice, cooperative activities, community service, earnings and savings, leadership, scholarship, conduct of meetings, public relations, and recreation.

Participation in State and National Activities

You will probably surmise that an FFA chapter can fit quite well into such categories for most of the projects, programs and activities the members might plan to carry out. Futhermore, you will probably agree that such projects, programs, and activities planned by FFA members would likely relate rather closely to the course of study for the particular school.

To determine what are good and poor examples of using activities of youth organizations in teaching, it appears to me there are some basic principles or guidelines which might be used.

It seems that, generally speaking, almost any activity would be good and would contribute significantly to the instructional program if it possesses the following characteristics:

a. It is based on the needs and interests of the members and is identified, planned, and carried out by the members.
b. It is primarily educational in nature, and is sound, socially, psychologically, and educationally.
c. Large numbers of members are involved in some aspects of planning and or conducting the activity.
d. It contributes to the total purpose of the instructional program and provides worthwhile experiences for the members.
e. Contributes to the welfare of the school and community and has the support of school officials.

On the other hand, some characteristics of poor activities for teaching are:

a. They are inconsistent with the objectives of the instructional program and with the aims and purposes of the organization.
b. Activities are designed for only a small percentage of the membership and do not represent the true needs and interests of the members.
c. Activities possess a strong commercialized characteristic which might become competitive with businesses and firms in the community or area.
d. The chapter fails to recieve the support and endorsement of local school officials.

e. The activities have an adverse effect on individuals, groups, businesses, other organizations and the like in the community.

Obviously, I have not attempted to be specific in describing examples of good and bad activities. I have attempted to generalize and list broad guidelines, which can be used by participants of this seminar individually and collectively to further study and analyze this important topic.

COMMITTEE REPORTS

Committees 1 and 2

Topic: "The Role of Youth Organizations in Vocational Education"

a. Youth organizations in vocational education provide members an opportunity to develop a feeling of belongingness with students who have similar interests, to develop a feeling of pride, and to develop and gain recognition in their educational program. When a person is proud of what he is doing, he will do it better. In some schools, belonging to a youth group in vocational education may be the only possibility for many vocational students to achieve recognition. Youth groups often help attract students to enroll in vocational programs.

b. Youth groups are a means of interpreting vocational education to others. They are effective in improving the public image of vocational education. Often activities of youth groups cause the public to be aware of vocational education. For example, activities such as FFA judging contests provide many opportunities for publicity.

c. The training that young people receive in vocational organizations helps them to develop leadership ability and to be more employable. Leadership training also helps students participate in community and social activities. It prepares them for future roles in the adult community and in civic organizations. Practice in public speaking and parliamentary procedure develops the leadership abilities of students. In Nevada, and no doubt in several other states, several members of the State legislature are former FFA members.

d. Youth organizations provide an additional way to reach the goals of the instructional program. For example, in home economics there are at least three means to achieve the goals of the program (1) through classroom activities, (2) through home and community experiences, and (3) through experiences in the FHA. Persons on Committees 1 and 2 discussed a variety of other topics, including the problem of the great diversity of occupations in trade and industrial education and its effect on VICA. Some schools are solving this by having sub-groups in VICA within a school. The interests of students in cosmetology are likely to be greatly different from those in auto mechanics.

Committees 3 and 4

Topic: "The Role of Youth Organizations in Vocational Education"

The primary role or function of youth organizations is to promote good teaching. They can vitalize and enrich the instructional program by motivating students to learn, by supplementing the course of study, and by extending learning experiences beyond the classroom.

Objectives for carrying out the roles of the youth organizations are:

a. To develop leadership
b. To build self-confidence
c. To create an interest in the selection of a desirable occupation
d. To develop skills necessary for an occupation of the student's choice
e. To develop character and train for useful citizenship
f. To develop the spirit of cooperative effort
g. To teach respect for all types of useful labor
h. To encourage the improvement of scholarship
i. To encourage participation in worthy undertakings for the improvement of vocational education
j. To promote international good will and understanding
k. To provide organized social and recreational opportunities
l. To help students develop a feeling of pride in accomplishment
m. To provide an opportunity for individual recognition through group activities
n. To provide the opportunity for individual members to develop personal goals and to help students evaluate their progress toward attaining them
o. To provide opportunities for youth and adults to work together to better understand each other's point of view
p. To provide an opportunity for students to practice what they have dealt with in class in order that more learning be accomplished
q. To enable students to set desirable standards of behavior, and work toward attaining them
r. To provide an opportunity for an interchange of abilities, understanding, and training among the various vocational youth organizations.

Both committees were in complete agreement with Mr. Floyd Johnson's presentation.

One committee voiced support of the idea presented by Dr. Blake that organizations should maintain their unique purposes, while at the same time find appropriate ways to carry on cooperative endeavors.

Committees 5 and 6

Topic: "Emerging Concepts of Youth Organizations and Their Purposes"

Our time is a time for crossing barriers, for erasing all categories—for probing around. Our "age of anxiety" is, in great part, the result of trying to do today's job with yesterday's tools—with yesterday's concepts.

Youth, instinctively it seems, understands the present environment—its electric drama. Youth may seem to live mythically, but yet they live in depth. This might be in part the reason for the great alienation between generations. Wars, revolutions, civil uprisings are interfaces within the new environments created by electric informational media.

The following seem to be emerging concepts:

a. The desire on the part of all vocational services for a cooperative effort in developing a better understanding of the organization, purposes, and philosophy of the youth groups.
b. The importance of better public relations (working with people) through a better flow of communications (keeping the information flowing freely, and with some degree of clarity, to and from students, teachers, and administrators, including state and national personnel).
c. Programs in youth organizations are important because it is here that value systems are developed (1) as a person's needs are met, (2) as he thinks about and reacts to his experiences, and (3) as he adjusts to changes.
d. As vocational programs are expanded, the youth organization of the service involved should be helpful as a motivating factor in contributing to the instructional program. Examples of expanded programs are occupational programs in home economics and off the farm in agriculture.
e. Closer contacts between youth groups are necessary as the number of members increases, and as the goals, projects, and activities vary to meet the needs and interests of individuals and groups. However, to meet the needs and interests of individuals we must be careful not to conform to one set-and-uniform mold—there is strength in diversity.

f. There is a need for improved terminology which will help adults and youth to better understand the youth organizations connected with the various vocational services.

g. The development of guidelines as a framework at national and state levels is needed to encourage initiative and innovation at local level.

h. Youth organizations provide for individual goals and achievement which serve to motivate classroom procedures and new learnings.

i. Guidance counselors should work with vocational teachers in providing occupational information to all students, in general, and vocational students, in particular.

j. In some instances vocational youth groups have cooperated in common efforts to meet a goal—such as at the American Institute of cooperation where 14 youth groups with 3,500 participants were brought together.

k. To emphasize the need for better public relations through a better flow of communications to all our various publics, remember:

> "He who whispers in a well
> That he has something nice to sell,
> Will not get as many dollars
> As he who climbs a tree and hollers"

Committees 7 and 8

Topic: "Youth Organizations as Teaching Devices"

a. The terms "training" and "educating" have been used interchangably in our general meetings. Some members of the committees felt the term "educating" a more applicable term.

b. Youth organizations are not only a motivating device for classroom achievement, but also they encourage interest, participation, and achievement in the total-school community for many children who would otherwise feel left out, and because of this would drop out of school.

c. Youth organizations supplement family teaching in areas of responsibility, determination, and social relationships in our urbanized-industrial society.

d. Youth organizations provide the teaching device to instruct students in civic responsibilities, working in groups, organizational planning, and social behavior.

e. Youth organizations provide the teaching device to show students how classroom instruction and learning are of use in vocational practice.

f. It was felt that an increase in activities of youth organizations in the classroom provides an increase in vocational competency.

g. The class instruction is more keenly participated in by the students when it incorporates their goals and interests as voiced in vocational youth organizations.
h. It was felt that orientation and experience in conducting vocational youth organizations should be a part of all curricula to prepare vocational teachers and school administrators.
i. It was felt that there are some skills and areas of learning in which youth organizations are particularly well suited to motivate students and there are other areas for which they may not be as well suited. The skillful teacher should use all forms of motivational devices where they are most effective.
j. Combining instructional units and related activities of youth organizations should be a part of each teacher's planning.
k. Youth organizations must continue to provide varying activities and programs to be teaching devices for the varying age groups within each organization.
i. By providing responsibilities for every member, we develop a member-dominated, rather than an officer-dominated, youth organization.
m. Competition as a teaching device in youth organizations is endorsed. We believe that competition with oneself to improve oneself, and some form of recognition of this individual achievement, has as much motivational and educational value, if not more, than the one-winner type of competition.

Committees 9 and 10

Topic: "Youth Organizations as Teaching Devices"

a. The terminology of the word, "club," seems to bother administrators because it gives the image of a social group. The following changes were suggested: (1) for VICA--Vocational Industrial Educational Activities, (2) Home Economics Activities, (3) Education Activities of Distributive Education, and the like.
b. The committees believed vocational education youth groups could cooperate by holding joint meetings in the areas of leadership, citizenship, and similar topics. These meetings would give vocational students an opportunity to know more about the total vocational program and to develop a closer relationship with their fellow students in other vocational services. These larger groups would present more good public relations opportunities, and make it possible to secure better qualified speakers for the joint meetings.
c. The vocational education curriculum should be the foundation for the activities of youth organization. Administrators, teachers, and students should understand that the activities

of the youth organization are an integral part of the total program.

d. Total involvement in the activities of youth organizations is strong motivation to the vocational student. Motivation is not dependent on a contest program alone. The student should have responsibility in projects of school and community. He should also be a member (or chairman) of a committee. Individual projects aimed at self-improvement in skill or character development can give students a sense of accomplishment and self-confidence.

e. The adviser is the key to the success of the local youth organization. Teacher educators should stress youth organizations as teaching devices in the pre-service and in-service courses for vocational teachers.

f. Students observe the participation and accomplishments of other members of the organization. They can be motivated by the interest of others and can themselves become involved.

g. A type of instructional activity should be a part of every meeting. School administrators have reason to object to meetings of organizations which have no purpose. Likewise, students have every right to lose interest in these kinds of meetings.

Tuesday, June 13

Theme: "Contribution of Youth Organizations in Meeting the Needs of Youth"

Morning

Chairman: Don Potter, Ohio

LEADERSHIP TRAINING PROGRAMS: HOW THE PROGRAM HERE IS CONDUCTED

James D. Maddox
Director, Kentucky FFA Leadership Training Center
Supervisor, Agricultural Education

Our theme for today is "Contribution of Youth Organizations In Meeting Needs of Youth." What are the needs of youth today? Can we identify some of these needs of youth? I am sure we cannot identify them all. We in Kentucky believe that some of these needs are included in the need that we have for better trained FFA officers. How to be a better FFA chapter president, vice president, secretary or whatever office an individual happens to hold. How to be a better committee chairman, or just a better FFA member.

I want to explain what we do here with Future Farmers. We feel that at Hardinsburg an opportunity is offered to FFA boys to exert and to practice leadership, under supervision.

Leadership training here, as a part of the program of the Kentucky Association of FFA, began in 1948, with a three-day session. This session was attended by 65 representatives from ten chapters. In 1949, in a four-week program, 300 representatives from 50 chapters attended. This response to the program, and the belief that leadership training is important, led us to improve the program and facilities. In 1955, our biggest year and also the year that our new facilities were dedicated, 1,435 representatives from 164 of our FFA chapters participated in the program. Since that time the program has leveled off at about 200 to 250 representatives from 150 to 160 chapters in each of the six weeks that the leadership training program is conducted.

The Program Here is Directed by a Policy Committee

a. Department of Education regulations are followed.
b. Functions—Reviews, evaluates, and recommends program, facility improvements, and approves expenditures of money
c. Make up of this committee:
    Two teachers of agriculture (elected by teachers and appointed by the Director of Agricultural Education)
    One teacher educator
    One supervisory staff member (Assistant Director)
    One Future Farmer (State President)
d. Periodic meetings are held (usually quarterly or semiannually).

The Determination of the Weeks of FFA Leadership Training

a. Committee selects weeks—usually six weeks each year, June to August.
b. Reservation forms are mailed to each teacher of agriculture (March-April).
c. Teacher requests definite week of training, and sends a deposit with his request.
d. Reservations are confirmed.
e. Teachers of agriculture are selected to teach certain classes during the week that they are planning to attend the Center with boys.

Registration (8:00 to 11:00 a.m. on Mondays)

a. Registration form is completed for each FFA Chapter. The officers attend a special class where the duties of their particular office are discussed.

b. Special interest classes are held (refer to "Program and Policies Bulletin").
c. Groups are organized for competitive athletics and other activities.
d. Chapter pays balance of costs (minus its deposit).
e. Chapters nominate members of the council during the week.
f. Quarters are assigned.

Teachers' Meeting (after lunch, 1:00 to 1:30 p.m.)

a. Teachers' assignments for the program for the week are announced.
  --Athletic group leaders—umpires—referees
  --Teachers for certain classes
  --To assist with special interest classes (boating, hunter safety, tractor driving, etc.)
b. Rules, conduct, teacher responsibility, and the like are discussed. Teachers for the council are selected.

Meeting of all teachers and boys (1:30 to 2:00 p.m.)

a. Introduction of personnel at the Leadership Training Center
b. Explanation of athletic program (safety)
c. Explanation of swimming program
d. Athletic groups are announced.
e. FFA members are divided into groups for the weekly program.

The Groups for the Week Meet to Get Organized (2:00 to 2:15 p.m.)

a. Captains are selected for various athletic games and events.
b. Plans are made for participation in athletics and swimming.
c. Groups meet at this same time each day to plan the participation for the afternoon athletic program.

Athletic program--divided in two periods--2:15 to 3:45 and 3:45 to 5:15 in the afternoon

a. Four groups in swimming pool
b. Four groups in athletic events, taking place concurrently:
  --Softball (5 innings)
  --Basketball
  --Volley ball
  --Badminton
  --Ping pong
  --Shuffle Board
  --Horse Shoes
c. Exchange places at 3:45 p.m.—groups in pool to athletic events and athletic group to pool

During athletic progam (on Mondays)

a. Class rolls are prepared.
b. Materials for leadership-training program are assembled.

Night Programs

a. Devotional
b. Distribution of teaching materials
c. Orientation (as needed)
d. Announcements--cottage inspection; participation award; leadership award; outstanding leader award; etc.
e. Election of Council from nominees, after closing ceremonies
f. A State FFA Officer speaks on Mondays.
   Other night programs during the week are different--movie, other entertainment, FFA quiz shows, etc.
g. Free time after night program until 9:30 to 9:45, call to quarters—10:00 p.m., lights out

This takes us through registration, the beginning of the athletic program, and the night program. The athletic program is the same through Wednesday (groups competing in the games and other events), on Thursday afternoons a track meet and rowing races are held.

Morning program (beginning Tuesday morning)

a. Swim before breakfast--40 minutes
b. Clean up for inspection of cottages
c. Leadership training program
   1st period--Officer classes-(duties and responsibilities of various officers)
   2nd period--chapter organization and operation
     (1) How to plan program of activities
     (2) How to carry out program of activities
     (3) How the local chapter operates (committee organization)
     (4) Election of offiers
   Three periods are devoted to leadership training or officer training during the week.
d. Special interest classes--11:00-11:50 a.m. and 1:00-1:50 p.m.

This completes a day. We start the athletic program with group meetings which plan their athletic program for the afternoon.

I will close by indicating some of the things we feel are important—qualities of leadership or characteristics of a good leader and perhaps some additional needs that should be met. These are some of the things we try to accomplish with Future Farmers.

"Future Farmers, Why Are We Here?" This question is asked at all FFA meetings. The response: "To develop those qualities of leadership which a Future Farmer should possess."

A good agricultural leader has many qualities of leadership. These qualities can be learned by the average person if he will work on them intelligently. Future Farmers should begin to develop these qualities while in high school and should continue to improve them through adulthood. These qualities, desirable in agricultural leaders, are also highly desirable for persons in all walks of life. I'll mention the most important.

a. Respect for the worth and rights of others

The good leader has great respect for the infinite worth and dignity of human beings. He realizes that every normal person has certain talents which should permit him to make worthy contributions to society. He holds that other people should have the same right to live fully and the same opportunity to develop their capacities as he desires for himself.

b. Belief in democracy

The good leader is a strong believer in democracy and democratic principles. He believes that the group has both the right and the ability to make its own decisions. He believes that decisions reached by an informed group are usually sounder, better understood, and more likely to be carried out than the decisions imposed upon a group. He believes that the group has the right and the capacity to choose its own leaders and to determine their functions.

c. Ability and readiness to accept responsibility

To be a leader, one must be willing and able to shoulder responsibility for his own actions and his fair share (or more) of the responsibilities of his group. He is willing to do his part of the work and does not alibi his shortcomings. He is capable of doing things needed by the group.

d. Initiative

To lead means to show the way. A leader must have the ability to originate or start an action; he must be willing to "start out" before others do. The good leader plans carefully what he is to undertake, and proceeds with the courage of his convictions, rather than with reckless abandon. People admire the person who is willing to "get his feet wet first", to step out and make the first try.

e. Optimism and enthusiasm

There must be something to be done before leadership can be exercised. The good leader believes that this something to be done is important and that the task can be done; that a way can be found; that obstacles can be removed; that the problem can be solved. He is able to enlist the services of others in the undertaking. He goes about the task with zest and enjoyment. He causes others to have enthusiasm for the undertaking.

f. Ability to work with others in a friendly and peaceful manner

Leadership is with people. A good leader gets along well with others. Other people are glad to associate with him in an undertaking. He is straightforward, industrious, and agreeable. He gives credit where credit is due and does not seek credit for himself. He is a team-man rather than one who plays to the grandstand. He has the ability to get others to assist in an undertaking.

g. Open-mindedness

The good leader is open-minded. He does not claim to have all the answers. He seeks the thoughts and views of others and supports them if they seem better than his own. He realizes that others have convictions as well as himself. He is willing to hear all sides before guiding the group to decide which way seems the best. He is willing to compromise for the good of the undertaking.

h. Strength of conviction

A good leader has convictions. Others know that he will take a stand. He is willing to stand up and be counted. He will take his position and defend it so long as it should be defended. He can be convinced to change if evidence is presented that shows there is a better way; and when convinced, he can be counted on to defend that position.

i. Ability to communicate

In order to lead, usually one must be able to tell or show others the way he is going. He must be able to communicate his thoughts and actions so that they may be clearly understood—so that others can understand the position he takes and the course he is following. One does not lead by "talking out of both sides of his mouth."

j. Public spirited--spirit of service

The good leader must be willing to work for the common good. People should not be expected to help one achieve a selfish end. To be public spirited, one must desire things that benefit all the people. He is willing to make some personal sacrifices for the common good. In the community, the good leader is known as a good community man, a good neighbor, one whom others are glad to have in their midst.

k. Confidence and respect of one's fellows

A good leader has the confidence and trust of his fellows. They believe in his willingness and ability to perform. He can be counted on to come through. He is trust worthy, loyal to his friends and his group, and has high personal integrity. "His word is as good as his bond." He does not try to four-flush or to impress others by sham. He is known as a straight-shooter who is able and willing to see a job through.

DEVELOPING POST-SECONDARY VOCATIONAL YOUTH ORGANIZATIONS

Walter Chojnowski
State Supervisor of Business and Office Education
Wisconsin

In preparing my remarks, I have kept in mind that others in speaking have discussed or will be discussing (1) emerging concepts of youth groups, (2) organizations and their purposes, (3) youth groups, a teaching device, (4) contribution of youth groups to instruction, (5) leadership training,and (6) personality development.

I do not want to duplicate their remarks. Instead, I will report on the formation and growth of two vocational post-secondary youth groups that we have developed in Wisconsin.

I would like to digress and indicate that I am employed by the State Board of Vocational, Technical and Adult Education, an agency responsible for post-secondary and adult vocational training. The Department of Public Instruction is responsible for the elementary and high-school programs. Most other states have one educational agency—we have several. We have a separate Board of Regents for our State University system and one for the University of Wisconsin. We like to feel that we have a balanced education system with proper state supervision and assistance for each area.

Now to return to the story of post-high school vocational youth group development in Wisconsin. Six years ago I was instructed to attend the National Leadership Conference of DECA at Chicago. I was to observe and report on its operation. We knew it was primarily a high-school organization, but word had leaked out that there was some post-secondary interest.

In checking with Mr. Applegate, Executive Director of DECA, I learned that there was to be a "rump" meeting of some post-secondary people. I attended and discovered that a large student delegation from one junior college in California and its coordinator were beating the drums for a post-secondary division of DECA. I listened (occasionally I do), observed, and participated in their discussion. On my return to Wisconsin, I reported my observations to my Division Chief, Mr. Vernon Swenson. He was most encouraged by my report on the "rump" meeting of post high school people.

He, in turn, indicated that it would be in our best interests to call together a group of our Distributive Education Coordinators to discuss the implications of a post-high division of DECA in Wisconsin.

A meeting was held at Stevens Point School, and after much discussion on whether to tie in with an organization primarily developed to high-school groups, we felt that the advantages outweighed the disadvantages.

What were the advantages?

a. An established organization
b. Vocational in purpose, curriculum oriented
c. Service and assistance from the National Office
   --Guidelines
   --Constitution
   --Emblem, ritual, and the like

The Disadvantages:

a. A stepchild
b. Close identity with the high school—no name of our own
c. The name of the organization
   --A record company or unknown education name—"distributive"

Local chapters were organized under the direction of the coordinators to be part of a state organization, Wisconsin Distributive Education Association, WDEA. In time it affiliated with DECA and today is its largest post-secondary chapter in Wisconsin.

I will briefly discuss the historical background on our Wisconsin Business Education Club. After a year of operation as WDEA, there was some discussion that a youth group for business and office education students might be beneficial. Following the lead of the distributive education area, we called meetings of study groups of office education supervisors and discussed with them the need for post high school office education youth group. It was decided to invite interested schools to send youth and adult representatives to the second leadership conference of the Wisconsin Distributive Education Association meeting to be held at Madison in the spring. They came to observe WDEA and react to the question of whether a state youth group for business office education was needed. The youth attending were most impressed with what they saw, and they indicated that it would be wise to set up a study committee to further explore the matter. A meeting was held later in the spring under the direction of a youth leader and our State Office, and representatives from local office-education supervisors. Three meetings were held in the fall, and it was decided to set up a state organization. In their studies they had found that they were ineligible to join any other national youth group and that other independent youth groups such as "Future Secretaries," "Data Processors," "Accountants," and the like were too restrictive and specialized to serve the needs of all of our students.

Several student committees were organized to (1) draft a constitution, (2) develop a set of competitive events (in cooperation with student advisers), and (3) plan the state conference.

Recently, the organization held its fourth state conference, and from an organization of some 350 students, it has grown to 1,500 post-secondary student members.

I have reported on the development of WDEA and WBEC, our post-secondary youth groups. Let us look into some aspects of why, how, who and the value of setting up such a group for youth.

First, why? Previous speakers have pointed out that a youth group can be an effective learning tool. It is an important part of the curriculum. It is also our showcase—yes, I said "showcase." It's the best medium we have to explain, exhibit, and sell our system of post-secondary education. Businessmen and the general public have been brainwashed by the collegiate institutions and groups.

A month ago at the first national meeting of Office Education Association, a new youth group for high-school and post-secondary office education students, businessmen who attended were impressed by the appearance, behavior and ability of the students.

Maurice R. Graney, Dean, School of Engineers, University of Dayton, in his book, The Technical Institute, wrote on the negative attitude of educators, parents and industry toward vocational-technical institutes.

How can we change this attitude? I believe the best way is by quality graduates—graduates who show the public, and what better way to show them than through a youth group.

The system of post-secondary education, whether it be a junior college, technical institute, or by some other means, is the fastest growing segment of our educational system. As you look at your own state, what do you find? State after state is setting up a statewide system of junior colleges and/or technical institutes.

Dr. Fred Cook, Wayne State University, at a meeting of state supervisors two years ago at Columbus, Ohio, indicated some criteria for vocational office education youth groups. Among several basic questions, he asked, "Why do teenagers join youth groups?"

Reasons given by the students included being with friends, identifying special fields of interest, and simply "to belong," "to be in." Students want to gain recognition from their peers, from their teachers, and from other adults. They want first-hand knowledge of specific fields of interest. They desire to be of service. They also indicated that vocational youth groups would help them gain a variety of experiences and give them information on opportunities available. They felt youth groups would determine whether they were qualified for the work. Youth organizations would give them information on opportunities available. They felt that youth organizations would determine experience in leadership; make them aware of the professional organizations which exist, help with career objectives, and meet social needs. It was felt that some specific objectives for vocational youth groups were needed. The young people felt that too often educators talk to educators and really never concern themselves with the student. These are the "whys," now let us now look at "how."

I was taught in biology that nothing happens alone, or in a vacum. It takes more than one element. Therefore, get others involved—the classroom instructor, the department head, and the student. In starting WBEC, a student-faculty study continued for several meetings, to discuss the needs of youth. Once they got started, the question wasn't whether things would get started, but how to keep up with the development. Quite noteworthy, at the recent state WBEC Leadership Conference—never was an adult in front on the platform. There was no calling of shots during the general meeting. The only time an adult was called on the platform was to receive an award, or to give a talk. Otherwise, the students ran the show, so to speak. In the development of Office Education Association, the students of WBEC, through their state officers, indicated their interest and desire to affiliate with a national vocational youth group. Last December, Michael White, State President of WBEC, was sent at the expense of the State Association to the AVA, at Denver, to plead the case for a national youth group.

When OEA was organized by a group of interested State Supervisors, the students of WBEC voted in their home chapters whether or not this was the organization for them. They had the advice and counsel of their state student officers at several regional meetings. Their vote was nine to one in favor of affiliating with OEA. A couple of weeks ago, the first national meeting of OEA was held at Green Lake, Wisconsin. National student officers were elected, and it is our hope that within a short time, the first national leadership training session for these officers will be held.

This organization for vocational, office-education students has had two divisions—high school and post secondary. This first year the membership, though small, had more post secondary than high school members. In the next couple of years, this will likely change, but I envision a time in the future when the post-secondary group will be equally as large, or larger, than the high-school section.

The "how" is to involve others. I think the next thing is "when." I don't know what the situation is going to be with Future Farmers, Future Homemakers, and VICA, but as for FFA and VICA, I understand there is good interest. I do hope something is started in VICA because most of our vocational-technical schools in Wisconsin have local chapters not affiliated with any national group, and they are ripe and ready.

National officers of the FFA are really young adults. And, in my own state, we are setting up several post-secondary agricultural programs. Then, too, there are the young adult farmers' groups.

I would like to mention the drawbacks. One of the drawbacks is, of course, time. Time of the state supervisor—the person who will be primarily responsible for directing, supervising, and keeping the organization going from year to year. It is nice to talk about the involvement of the teacher educators, the local teachers, the downtown businessmen, the trade association, the professional association—and all of these are necessary, but to you, the state supervisor, this is an additional task. Your State Director of Vocational Education may not realize the time involved and the responsibilities and work load of assignments with youth groups. One of the things I think we will have to do through AVA or the National Association of State Supervisors is to come up with some recommendations and support for post-secondary vocational youth organizations. It does take time to direct the work of vocational youth organizations.

I briefly mentioned the involvement of others a moment ago. As we look about the world and see the Israeli-Arab situation, the Viet Nam situation, or other problems wherever they may be, most of these have come about because of a lack of communication and a lack of willingness to cooperate. I was given the responsibility of making a study of the need for a vocational office-education youth group. I can document the fact that many, many communications have been sent out, studies have been made, and etc. After much discussion and deliberation, it was decided that the OEA youth group be set up. Persons who participated in the discussion were primarily state supervisors. State supervisors make up the study committee, but others were invited to give their views—from the U. S. Office of Education, National Secretaries Association, the Administrative Management Society, Data Processing Management, the International Consumers Association, and Future Farmers. A decision was reached, and now OEA is a going organization. In this organization, which I think is the key to all organizations, is the involvement of others. We have, at present, a National Board, which is the organization's administrative unit, composed of State Supervisors. We have the person in charge of business and office education in the U. S. Office as National Adviser. We also have a National Education Advisory Council. This is a group of teacher educators, city supervisors, local teachers, representatives from national education associations, Future Secretaries, and the like, helping advise and counsel with us. We are also in the process of developing a National Business Advisory Council.

This would include representatives from national business organizations who, we hope, would contribute to the financial support of the organization. Presently we are operating without outside financial aid, and this is why I am serving as a dollar-a-year executive director. But with this proposed involvement of state supervisors, teacher educators, business teachers, and representatives of education groups, we have involved the necessary adult leadership.

Now we have student involvement through the national officers. We envision these students being instructed of their leadership responsibilities at the forthcoming meeting, mentioned previously. They will help make major decisions concerning the type of program and operation that the youth group will be undertaking.

I received a recent communication from Miss Merle Law, President of the National Secretaries Association, London, Canada, in which she was very concerned that we not make the OEA a "fun" group. The main purpose, she believes, and rightfully so, is that it should be a curriculum-oriented group, a group where the students have an opportunity to learn about the world at work, to become closely connected and involved with representatives of the National Secretaries Association, and other professional groups in a working way (as advisers, speakers, hosts for tours, and the like).

The last item I would like to mention is the challenge. I think we have a challenge right now. Are we going to assume the challenge of meeting the needs of these young people? Perhaps I am addressing this to the wrong group—like the minister who gives hell and damnation to the congregation when they are not to be blamed—it is those who aren't sitting in the pews. You are sitting in the pews, so to speak, and you are interested in youth groups, and yet what are you doing for the post secondary youth in your state? This is the challenge to you. Thank you.

Afternoon

Presiding: Miss Lois B. Rupert, Pennsylvania

INVOLVEMENT OF DISADVANTAGED STUDENTS IN VOCATIONAL YOUTH ORGANIZATIONS

James W. Warren, Jr.
Program Officer,
Division of Vocational and Technical Education
Charlottesville, Virginia

It is significant that the program committee of this "National Seminar for Professional Leaders of Youth Organizations in

Vocational Education" has included persons with special needs as an area of concern for youth organizations.

This interest and emphasis comes from the "Provisions of the Vocational Education Act of 1963 Relating to Persons with Special Needs."

Provisions of the Vocational Education Act of 1963 Relating to Persons with Special Needs

Section 1 - Declaration of Purpose

"......To maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education....so that persons of all ages in all communities of the State....will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."

Section 4 (a) - A State may use its allotment in accordance with its approved plan for any or all of the following purposes:

(4) "Vocational Education for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational program."

(5) "Construction of area vocational education school facilities." (The construction of area schools will permit a greater variety of specialized courses to be offered in one institution, better facilities and equipment, and better teachers.)

(6) "Ancillary services and activities to assure quality in all vocational education programs, such as teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, and State administration and leadership, including periodic evaluation of State and local vocational education programs and services in light of information regarding current and projected manpower needs and job opportunities."

Section 4 (c) - "Ten percent of the sums appropriated shall be used by the Commissioner to make grants to colleges and universities, other public or nonprofit private agencies and institutions, to State Boards and local educational agencies to pay part of the cost of research and training programs and of experimental, developmental, or pilot programs developed and designed "to meet the special vocational education needs of youth, particularly youths in economically depressed communities who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education programs.'"

Before special consideration may be given effectively to involving persons with special needs (disadvantaged students) in vocational youth organizations we must consider their characteristics. These are based upon "A Summary of Major Points in Developing Programs for Persons with Special Needs," Division Vocational Education, USOE, September, 1965.

Characteristics of Persons with Special Needs

Persons with special needs are those who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program. They include those youth and adults who themselves have one or more of the following characteristics or who live in communities or come from families where there is a preponderance of these characteristics:

a. Low income
b. Poor educational background and preparation
c. Poor health and nutrition
d. Family heads are semi-skilled or unskilled
e. Excessive unemployment
f. Ethnic groups which have been discriminated against or have difficulty in assimilating into the majorty culture
g. Isolated from cultural, educational, and/or employment opportunities
h. Emotional and psychological problems which are not serious enough to require constant attention or institutionalization
i. Lack motivation for obtaining an education or acquiring a job skill due to a combination of environmental and historical factors
j. Dependent on social services to meet their basic needs
k. Lack the political power or community cohesiveness to articulate and effectuate their needs
l. Have physical disabilities or mental retardation.

For purposes of this program activity, those persons who are not included among the groups vocational education should be serving are persons who are so physically handicapped or mentally retarded that they require intensive diagnostic and corrective attention from the medical, psychological or psychiatric professions, and cannot benefit from occupational education.

Pertinent to involving the disadvantaged students in vocational youth organizations is knowing something of their special needs on an individual basis. Some of their special needs may be, or could be:

a. Needs of adequate income for food, clothing, personal items and school supplies
b. Need of a happy home life
c. Need of a better neighborhood environment
d. Need of dental, eye, and medical attention
e. Need of a job—kind of employment like some of their peers
f. Need of an adult model, to look up to
g. Need of appreciation, kindness and understanding of parents
h. Need of some successful experiences to develop a positive self-image and a higher estimate of their own competencies
i. Need to understand and see education as meaningful and related to their world
j. Need to be a member of a youth organization and to be identified with a successful on-going activity
k. Need of a personal counselor
l. Need a slower pace in classroom and shop instruction
m. Need of some spiritual experiences
n. Need of participation in wholesome recreational activities
o. Need to take a trip—just get outside their immediate environment and see areas beyond their neighborhood boundaries.

How Youth Organizations Can Serve Young People and Adults Who Have Academic, Socioeconomic, or Other Handicaps[1]

Youth organizations in vocational and technical education have an excellent opportunity to be of service to large numbers of young people and adults who have special needs. Fortunately, these organizations have been serving many handicapped young people who are regular members. By participating in youth organizations, young people have been motivated and assisted to advance rapidly and to make significant progress and contributions. It must be recognized, however, that the Vocational Education Act of 1963 gives added responsibilities to vocational educators and to youth groups in vocational and technical education in connection with the serving of those who have academic, socioeconomic, or other handicaps.

Some of the very important ways youth-education organizations can serve all young people are:

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[1] Suggested memorandum by Barbara H. Kemp and Webster A. Tenney, Office of Education, D/VTE, January, 1967.

a. By providing an opportunity for youth to be responsible. Holding an office in an organization, the regular payment of dues, and carrying out an assignment all require a sense of responsibility.

b. By giving youth a chance to meet new people in a voluntary association, they are exposed to persons with different interests and values.

c. By being part of an activity, youth can learn by doing. Whether the activity is the organization itself, or the activities it undertakes, a learning process is involved.

d. By helping youth to learn how to express themselves in an organization. This is good background experience for them to learn to take part in community affairs and citizenship responsibilities.

e. Through an organization of their peers, it helps to give the youth a feeling of belonging to something meaningful to them.

f. A vocational youth organization, closely allied to the vocational purposes in which the students are interested, is viewed as a part of the ladder of success and/or a sense of accomplishment.

The progressive accomplishments of youth organizations in serving youth with academic, socioeconomic, or other handicaps lead us to believe that the future is rich with promise for enlarged and expanded services which can be performed with and for these youth and adults. The following is a partial list of activities that may be utilized by youth organizations in developing programs:

a. Admit all students who express an interest in and desire to belong. Youth groups should be alert for eligible students who should be encouraged to join. All students should be given every assistance and guidance to take an active part in the organization.

b. Provide special assistance for members who need:

    --Assistance to improve themselves personally, including social adjustment and grooming
    --A "big brother" or "big sister" who will undertake to give them advice, special tutoring, and emotional support

- --A part-time job, help them to secure it through school or outside channels
- --Help in becoming an active and participating member of the organization and a good citizen of the school

c. Undertake social and intellectual activities which can have the participation of all the students by considering their financial resources.

d. Provide a section in the program of work concerning assistance to young people who are not members:

- --Confer with school officials and social agencies to determine who of the youth may be helped by a youth organization.
- --Select certain young people as special projects.
  - (1) Study the special and unique needs of these individuals
  - (2) Plan special activities to assist them, such as recreation, service projects, tours, field days, fairs, and shows. Arrange for them to spend time in a new environment such as on a farm, in a city, or at camp. Provide leadership training and personal improvement instruction. Provide "big brother" or "big sister" assistance for young people who need counseling and guidance. Help to motivate improvement in scholarship and participation in school activities. Encourage drop-outs and school leavers to return to school. This may require an intensive study to determine what will motivate their return. Assist out-of-school youth to obtain employment. Sponsor fund-raising activities to help support social service projects.

e. Add new items to national, state, and local programs of work under community service section, such as:

- --Providing food and clothing and for families of low income
- --Assisting the elderly and the physically handicapped by helping to improve housing conditions
- --Visiting families and running errands for them
- --Regular visits to those who need assistance and company
- --Providing emergency transportation
- --Making and repairing clothes, toys, household goods, equipment
- --Providing emergency home assistance

f. Consideration may be given to adding instruction on involvement of disadvantaged students in vocational youth organization as a part of the national, state and local officers training sessions.

Youth organizations can provide experiences for members that will be educational in nature as they serve youth and adults with special needs. The ideas included in this statement need to be evaluated and supplemented. Each organization must decide upon the contributions it can make to these youth. These contributions may be local, area, or state-wide in nature. Without a doubt, organizations that add activities that are designed to serve handicapped individuals will be adding new dimensions that will prove to be of value not only to those being served but of equal or greater value to those who are providing assistance. Youth organizations have the opportunity, the privilege, and the responsibility to assist in the challenging task given to vocational education by the Congress in the 1963 Vocational Education Act to serve those who are academically handicapped. Let us accept this challenge with dedication and enthusiasm. Thank you very much.

COMMITTEE REPORTS

Committees 1 and 2

Topic: "Conducting Leadership Training Programs"

a. What is leadership training program?
   - --To help officers understand their duties and responsibilities through concentrated participation
   - --Training for leadership
     - (1) Parliamentary Procedure
     - (2) Conducting meetings
     - (3) Committee work, how to organize and conduct effectively

b. Leadership training should help in the development of skills and abilities for officers. A leader is one who helps others to grow. Leadership training should involve others in addition to officers. Not everyone can be an officer; there are other leadership roles.

c. One state used these topics for a leadership training program:
   - --A leader must have knowledge of the constitution
   - --Parliamentary procedure
   - --Think and act like a leader
   - --Developing good public relations

d. Public speaking is an important aspect of leadership.
   - --Planned speeches
   - --Extemporaneous speaking
   - --Other activities--banquets, conferences, etc.

e. Some FFA groups have taught parliamentary procedure to service clubs and garden clubs.

f. The FFA has developed many good leadership programs. Other youth organizations are working to improve their leadership to improve their leadership training.

g. Leadership training should involve the teacher advisers as well as the students. (VICA has a definite problem here.)
h. Some of the leadership procedures can be included in summer conferences for teachers—if there is time in the program.
i. Some of the organizations have the problem of time for leadership development.
   --Class time—not enough
   --Some teachers are not trained for this (VICA).
   --Restrictions of organized labor
j. Officers must have a program of work. Develop programs of work early in the year.
k. The presiding officer should have an agenda for every meeting.
l. There is a definite need for leadership training in all services. It is recommended that there be an interchange of leadership training activities among various vocational services.
m. Youth should be provided opportunities to plan and conduct leadership training programs under supervision.
n. Programs of leadership training should be evaluated periodically to see if they provide real leadership training activities and whether the objectives of leadership training are being met.
o. Organizations must keep people who provide funds for leadership training programs informed on their value (public relations).

Committees 3 and 4

Topic: "Personal Development for Employability"

Becoming employable is one of the needs of youth. We recognize that the purpose of all vocational programs is to prepare individuals for gainful employment in a selected occupation. Vocational youth organizations supplement classroom instruction by involving youth in activities that are designed to develop skills, attitudes, and understandings necessary for gainful employment; activities that are youth initiated, planned, carried out and evaluated—under the guidance of the adviser.

Members of youth organizations should plan experiences which will increase their understanding of personal qualities needed for success as an employee. Activities should motivate members to want to acquire these personal qualities and the desire to work.

Opportunities may be provided for:

a. Preparing youth to make intelligent occupational choices and establish realistic goals
b. Developing desirable personality traits
c. Practicing skills in getting along with people
d. Learning by doing.

Committees 5 and 6

Topic "Developing Post High School Youth Organizations in Vocational Education"

a. There is a need for post high school youth organizations in vocational education.
b. Two groups may exist which should be identified and provided for:
   - --Those individuals who will seek no further formal education after high school
   - --Those individuals who will enroll in one or more years of post-high-school, college-level work
c. It should be recognized that those individuals who enroll in professional and semi-professional clubs may not desire to be identified with existing vocational organizations.
d. A difference exists between the needs of individuals at the high-school and post-high-school level.
e. An organization will not be successful unless a need for it does, in fact, exist, and unless the youth themselves want it.
f. The difference in structure from state to state for the organization and administration of vocational education is such that little common ground exists for a definite statement as to the direction youth organizations should take within the state.
g. It is essential that the teachers and leaders in post-secondary institutions become informed about, examine, and make a determination as to the type of young adult organizations, if any, that should be encouraged and developed.
h. Some concern was expressed about the necessity for young people to fit into the adult community (to participate and assume their proper role in the community) without extended help and guidance from its leadership.

Committees 7 and 8

Topic: "Developing Post High School Youth Organizations in Vocational Education"

Existing Conditions

a. Only one of the ten states represented on Committee 7 has a post-secondary vocational organization.

b. Many types of schools conduct post-high school courses and they are administered in many different ways. Different curricula make for different types of organizations. The mechanics and methods of setting up these organizations could all be different.
c. Some State Departments of Education do not have any responsibility or authority in some post-high school programs.

Questions
a. Should we offer to help establish, direct, and conduct organizations in post-high programs wherever they may be?
b. If so, who will assume the responsibility in forming these groups?

Suggestions
a. The name of the post-high school youth organizations should not be the same as for the high-school groups.
b. The guidelines set up by national committees should be followed rather closely.
c. There should be good communications between local, state, and national offices concerned with vocational education.
d. Post-high school vocational organizations could provide continuity for students between high school and employment.
e. Teachers of technical courses should have special training in youth organizations.
f. The word "youth" should be dropped from this topic. It should read, "post-high school organizations in vocational education."

Action
a. Through the State Departments of Education it should be determined who is responsible to organize (or investigate the possibilities of establishing an organization) vocational groups in all technical schools.
b. Determine whether there is a desire or a need for such organizations in vocational education.
c. If there is a desire, and if a local enthusiastic adviser is available, encouragement and aid in setting up the guidelines and structure of the organization should be available, and given. Particular attention should be given to the by-laws and constitution of these organizations to prevent their possible domination by certain individuals or small groups of individuals.

Committes 9 and 10

Topic: "Involvement of Disadvantaged Students
in Vocational Youth Organizations"

Youth organizations can serve the disadvantaged through vocational education because they meet the criteria that Mr. Warren stated in his presentation.

a. Provide an opportunity for youth to be responsible.
b. Give members a chance to meet new people on a voluntary basis.
c. The key is to learn by doing.
d. Help students express themselves in an organization.
e. Give students a feeling of belonging by being part of an organization.
f. By belonging to an allied vocational group, students are part of ladder of success. They have a sense of accomplishment.
g. Where dues are a barrier for economically disadvantaged, business people and patrons in community will likely provide money for dues. (Work projects can be used to repay them.)
h. Vocational education is already doing much for the disadvantaged without identifying them as such, but it is not being shouted about. More publicity is needed.
i. Youth organizations may earn money through projects, and donate to charitable organizations.
   --For example, business and office groups may provide clerical help for all charity drives.
   --Helping disadvantaged overseas by adopting orphans, providing tools, and the like.
j. More organizations are needed and more vocational programs are necessary to meet needs of more students. Some services can absorb these students more readily than others, particularly where employers are not a factor.

Wednesday, June 14

Theme: "Programs of Activities for Vocational Youth Organizations"

Morning

Chairman: J. C. Holland, Mississippi

THE LOCAL PROGRAM OF ACTIVITIES, THE STARTING POINT

Gerald Barton
State FFA Executive Secretary
Iowa

Thank you Mr. Holland. You, like a true gentleman, have gotten the morning off to a good start with your opening remarks.

Webster defines semantics as "the historical and psychological study and the classification of changes in linguistic development." So through the years gentlemen have developed, and are still developing, scholars have developed and are still developing, and many terms we have discussed and will discuss at this seminar have developed and will continue to develop in meaning. Even though a rose may smell as sweet by any other name, we now refer to a local program of activities rather than the program of work because semantically and odorly it now seems more appropriate.

Therefore, the topic of discussion this morning is "The Local Program of Activities, the Starting Point." I agree with the terminology but I will say that the dignity of "work" still is important and any program of activities that is developed with the intent that it will reduce the total effort expended (work) by individuals toward a common goal, is doomed before it starts. But I know we agree on this, and energy must be spent in the right direction.

How can the energy of a group be spent in the right direction? The first tool that is the heart of any organization, the starting point, is its program of activities. Then there are a set of additional tools which must be used in carrying out the activities. We recognize that effective programs begin with the proper selection of activities. A student organization in vocational education may be referred to as the oil can which makes and keeps the total vocational vehicle operating in a more effective manner than would be possible without this impetus.

Certainly training in vocational education is for the world of work, but it is also for living. Any major organization to which you belong operates through a program of activities, and the use of committees. So it is not only a necessity of life to use a program of activities in a bona-fide organization, but it can be a real teaching tool in "learning by doing." We grow by experiences, and these experiences should be provided in a systematic training program. We live in a world of constant change, now more rapidly than ever before, and our students should be provided the experience of planning changes through an organized program of activities. The program of activities reflects present needs, as well as what is to be accomplished. We learn to accept change partially by planning for change. Change is the normal condition under which we live. We are not old if we are looking ahead. Only when we start looking behind are we likely to be labeled as getting old. The "starting point" of change in your vocational program, from the students' standpoint, is the local program of activities.

We know our own experiences best and we need to draw from them. Mine has been with the FFA, but I intend these remarks to apply equally to Future Homemakers of America (FHA), Distributive Education Clubs of America (DECA), Vocational and Industrial Clubs of America (VICA), (with tongue in cheek) Office Education Association (OEA) or Future Business Leaders of America (FBLA). The reason we should provide the opportunity for our students to become acquainted with our own vocational youth organizations was recently very forcibly brough home to us in Iowa. Our FFA membership is not familiar with these vocational groups. This year the Iowa Association FFA provided the impetus for a concerted effort to have as many of our vocational organizations as possible represented at each of the various state meetings. Previously this had been done on a peacemeal basis. With VICA and OEA just developing in Iowa, we have been remiss in not planning in a systematic way in the state program of activities for such an exchange of attendance to set the stage for local program of activities to include cooperative activities with our own vocational organizations. Yes, we have had many fine cooperative activities with our own vocational FHA on a local and state level and with distributive education on the post-high school level. In our state there are many more opportunities for such relationships because vocational homemaking and vocational agriculture are offered in many of the same schools.

In Iowa we not only participate in the National FFA Chapter Award Program, built around nine major divisions in the program of activities, but we also have a separate contest on the local, sub-district, district, and state level, emphasizing these same nine divisions, plus others which the group may desire to add. This contest is designed for group activity and accomplishments, and to recognize cooperative undertakings and leadership, growing out of an organized program in schools and communities. Its importance is indicated by the fact that the contest is based on the chapter program and achievements for the current year and involves the entire chapter membership.

To compete, the chapter must have a copy of its program on file with the Iowa Association. All chapters in Iowa must submit their program of activities on time to be eligible for any of our major leadership contests. These are listed in detail in the May issue of the "Iowa Future Farmer Magazine" which is being placed in your hands.

In our State FFA Chapter Program event, two members have ten minutes to present the nine divisions of their program of activities, and the accomplishments for each. A third active member in school may assist as a nonspeaking member of the team. They may use live illustrative materials, both visual and audio, to any desired extent. Each chapter must submit for the consideration of the judges (1) three copies of the annual program of activities for the current year and (2) three copies of a three-page, double-spaced, typewritten, 8½ by 11-inch page summary of accomplishments. How did we get the nine major divisions of the program of activities for the local and state level? Right or wrong, they came from our national program of activities, and are (1) supervised agricultural occupation experience, (2) cooperation, (3) community service, (4) leadership, (5) earnings, savings, and investments, (6) conduct of meetings, (7) scholarship, (8) recreation, (9) public relations; and other divisions may be added. We cannot deny this format was provided, but the specific items for the development of these divisions must come from the local officers and members as they develop their program of activities—the starting point. Any objectives found in the old or revised "Cardinal Principles of Secondary Education" which should be provided by our modern comprehensive secondary school system may be well represented in these nine divisions.

Probably the best-known statement of objectives for the high school dates back to the Commission on the Reorganization of Secondary Education in 1918, a period when vocational education was first recognized on a national basis. As you know these objectives were (1) health, (2) commandof fundamental processes, (3) worthy home membership, (4) vocation, (5) civic education, (6) worthy use of leisure, and (7) ethical character. Twenty years later the Commission recognized that these overlooked the developmental problems of adolescents and did not include such educational outcomes as social responsibility, economic competence, intellectual growth, international understanding, and scientific knowledge.

The 1944 Committee of National Association of Secondary School Principles drafted a list, "The Imperative Needs of Youth," as follows: (1) salable skills, (2) health and physical fitness, (3) citizenship, (4) family life, (5) purchase and use of goods and services, (6) scientific knowledge and methods, (7) appreciation of beauty, (8) wise use of leisure time, (9) respect for others, ethical values, and cooperation, and (10) ability to think, express thoughts, read and listen. These are essentially an expansion of the "Seven Cardinal Principles." A more recent statement of purpose was prepared by the 1955 White House Conference on Education and reflects even more current public opinion. I submit to you that the divisions of the FFA program of activities has much resemblance to these principles. They can, with consciencious effort, provide the vehicle for experiences of our youth in vocational education to develop desirable qualities of a well-rounded citizen, for today and tomorrow.

My second consideration then is to see if we can agree that selected activities in youth organizations in vocational education should and can contribute to teaching. If the organization is the oil can for this vocational machine, it should be compatible with it. The relationship of the program of activities for the vocational organization and the course of study should then be apparent. Vocational organizations should support the instructor as he plans for the community development that he believes is most essential. Busy work, local activities, and sub-state, state or national contests which do not supplement the instructor's course of study or motivate students should be questioned. Special problems do arise and program plans must be altered to cope with the current problems and opportunities. Both short- and long-time goals in the course of study should be reflected in the organizations' program of activities, with an open mindness for change. If 100 percent of the goals is attained in the program of activities, the challenge was probably not great enough. If only 70 percent of the program of activities is accomplished there may be a feeling of discouragement. Perhaps an 80 to 90 percent completion of additional projects which could not be foreseen should be possible. For example, we had a severe tornado in the district served by the Belmond School last year and many chapters found opportunities to perform community services which were urgent, as well as educational.

But what activities are desirable? Which ones contribute to good teaching situations? Which ones will help the students vocationally, and avocationally? Which should have priority when you have several good activities from which to choose? These are questions which must be answered in the light of the individual needs and desires of students, needs of the community, the course of study, the educational value of activities and time available —to mention only a few.

Let us take an actual example. We had an instructor who felt corn harvest safety was a problem in his community. This became a part of his course of study. His program for students, young farmers, adult farmers, machinery dealers, and others included the reducing corn-picker accidents. The FFA chapter had a corn-harvest safety program under community service in the program of activities. To help with the program, the FFA members decided to visit their neighbors and distribute safety stickers for the tractor and corn picker. They also had reminder cards for the kitchen table, to secure the cooperation of mothers and other members of the family at meal time. A gate-post sign was used to show the public that the family was cooperating in the program, and also served as a reminder for others to be careful during the corn-harvest season.

Time was allotted both in class and at regular organizational meetings to learn why corn-harvest accidents occurred and how they could have been prevented. Finally, the materials were provided each boy. A freshman (Greenhand) had the most unique experience. As he made one of his farm visits, he approached an operator who was hurrying to prepare to harvest corn, and in no gentlemanly terms told the student he had no time to fool around with safety stickers. The boy left, and to say the least, was a little ruffled at his treatment. He wondered if other FFA members got this kind of a reception. His enthusiasm hit a new low, and confidence in his mission was about shattered. He wondered what was wrong with his approach. He felt sure he didn't want to be a salesman and contract people if he couldn't even give something away without such an outburst. He felt worse as he realized that this community service project was one of the easier assignments in the chapter's program of activities.

But, needless to say, the boy did have some good experiences, too. However, the crowning victory came when a few weeks later a man appeared at the vocational agriculture classroom inquiring for the boy who had called on him regarding the FFA corn-harvest safety sticker. He apologized to the boy for his conduct, and said he had been more conscious of safety practices than ever before during the corn-harvest period because all he could see during his work in the corn field or at the crib was a small boy with a little safety sticker who simply wanted to stick it in a conspicuous spot on his tractor in order that he be reminded to be a safe operator. In fact, the boy was just trying to be helpful. Was this an objective in the instructor's program? Was it in the FFA program of activities? Was it a teaching situation? My answer is, "And how!"

There are many more examples of both excellent and poor activities. You can easily visualize them for each of the nine divisions, and the multitude of various activities, in the program of activities for FFA chapters in Iowa. This case shows that every activity will need to be weighed on several scales before it should become part of the program of activities. Even then all the ramifications for teaching could not be anticipated.

My final point is that the membership should, for the most part, select and plan the activities of the organization. We must relate to the personal interests and needs of the students. We should use the many opportunities in vocational education to keep instruction as personalized as possible. By doing this workers in vocational education recognize the worth of the individual. Finding activities in which boys can succeed will cause them to make even greater efforts in other undertakings. What have we gained with all of our technology if the individual cannot live with it? There is an opportunity to show members how the program of activities becomes a reality through committee work. Activities must have the approval of the organization. Members must have a willingness to participate in the actual implementation, summation, and evaluation of each segment of the program of activities. Members can see the multitude of decisions that need to be made. They can observe the give and take that must go on, and above all, they can see those who did not vote on the prevailing side for a certain project demonstrate good citizenship by honestly giving wholehearted support to the project so it will be as successful as possible.

Yes, the potential accomplishments, and educational experiences provided, by a well-organized vocational group with a challenging program of activities on any level cannot be fathomed. But a caution is in order. The adviser is supposed to do as the word implies, and his or hers is a very important role. It is disheartening to have an instructor say, "Well that's what they decided, and that's what they wanted to do and that's the way they wanted to do it, regardless of rules and regulations." The adviser's responsibility is to advise, counsel, caution, warn, recommend, give information, and see that the activity is not only sound from an instructional standpoint, but also that is is in agreement with current administrative policy, and has administrative approval.

The power behind an organization may be great or small, good or bad, constructive or destructive, ambitious or listless, appropriate or inappropriate, dynamic or static, or altruistic or selfish. In my opinion, there is still no substitute for honest work with proper guidance. Assuming reasonable intelligence in a group that is also well advised, the local program of activities must logically be the starting point. It is just as simple as when you invite someone for dinner "sometime," you will probably never see them. But when you invite someone for dinner next Sunday at 12:30 p.m. you had better be prepared. Let us be prepared by having specific written programs of activities, as a starting point.

Thus, the heart of any organization is its program of activities, and the manner in which it is implemented. The ability to guide properly a group to select appropriate activities will do much to determine the eventual effectiveness of the program.

Next, the selected activities in youth organizations in vocational education should contribute to the teaching program. They should supplement and motivate the teaching, as set forth in the course of study.

And finally, the membership should, for the most part, select and plan the activities of the organization. However, the adviser has an important role which should not be abdicated, but should be used appropriately.

SYMPOSIUM: GUIDELINES IN DEVELOPING LOCAL PROGRAMS OF ACTIVITIES FOR VOCATIONAL YOUTH ORGANIZATIONS

W. C. Montgomery
State Director of Agricultural Education
Kentucky

The seminar theme is "Making Youth Organizations Contribute to Effective Teaching." This is an excellent theme. I am sure if we as teachers and workers with youth in vocational education use the theme as our goal, our work with youngsters in selecting, setting up, and carrying out activities which contribute to our objectives will be more effective. Youth organizations will contribute not only to effective teaching but will develop in our students qualities of leadership that will serve them well as citizens of our Nation.

Since my work over the years has been in vocational agriculture, naturally the major part of my experience with youth organizations has been with the Future Farmers of America. However, during this time I have worked closely with representatives of other youth organizations (Future Homemakers, DECA) in vocational education, and other groups outside of vocational education (4-H, Boy Scouts, Girl Scouts, and Junior Conservationists), to mention some of them.

Why should youth organizations have programs of activities? Perhaps I could answer this question by asking and answering another question. Why do we use a road map, or the services of an automobile club or an oil company when traveling in unfamiliar country? The answer is simple. By using these aids we are able to save time and effort in reaching our travel objective. By following our plan and route we are able to travel with confidence. We know where we are at all times. We do not spend valuable time asking for help, taking the wrong roads. We know where we are going, and have our plans to get there. Youth organizations without well-planned programs of activities will accomplish little. They are like travelers without a map.

Although our major objective is making youth organizations contribute to effective teaching, there are many side effects that have a direct bearing on our programs from the standpoint of the public and the youngsters themselves. Actually, programs of activities engaged in by our students are the show windows of vocational education. Naturally, we hope that these show windows attract attention, arouse interest, and tell to the public an interesting story of our work.

May I get to the point quickly? The impression that a local youth program makes on the public stems originally from the objectives or goals of only one individual, the teacher, adviser, or leader of the group. This is certainly just as true for state or national youth organizations as it is for local organizations. National organizations are no stronger than the sum total of local programs. Programs of activities for any youth group will reflect the thinking of the teacher, adviser, executive secretary or leader of the organization. Therefore, the show window of any group reflects not only the activities of students, but indirectly, the objectives of their leaders. I want to make clear that I am not saying that a program of activities for a vocational youth organization is only the teacher's or leader's program. I am saying that unless teachers or leaders have determined in their own minds the kind of activities needed by the organization to help reach teaching objectives, and at the same time provide participation by students that will develop in them qualities of leadership and citizenship, the program of activities will be a poor one.

Adult leaders of organizations must have a least two objectives in mind. They should have activities in mind that will (1) contribute to instruction and (2) enable students to participate in activities, to go from where they are to where their leaders want them to go.

Advisers of youth organizations have the responsibility of inspiring, leading, and counseling, not selecting or setting up, and doing a lot of work themselves in carrying out the activities. It takes a good leader to avoid getting himself tied down with activities instead of getting student members involved. It is through involvement that students develop leadership and citizenship. Just a personal example of what I am attempting to point up. Back in the days when I was attempting to teach vocational agriculture and serve as adviser to the FFA chapter, we always kept a chapter scrapbook. In fact, there was a district and state contest for chapter scrapbooks. We always had a chapter-scrapbook committee, chaired by the chapter reporter. For several years, who do you think made the scrapbook? Me. After a year or two, spending many hours of my own time putting the books together, I suddenly realized that my Future Farmers should be keeping the book. They needed the experience, not me. I needed to save time and energy. So I worked with the committee in planning the book, stressing neatness, and the other things the committee needed to know. They made the book, and, surprisingly, it was good enough to win the state contest. This one thing caused me to think of other activities in the program on which I had been spending a lot of my time. These I turned over to the members. Teachers must know their role as adviser, and play it. Sometimes we learn the hard way.

Programs of activities provide the ways and means to attain the aims of the organization. Youth organizations take a lot of the adviser's time. However, if the program of activities of the organization is a good one, and is the result of the students' efforts, the instruction program is strengthened and leadership and citizenship qualities are developed in the youngsters. When this is true, the time is well spent. Show me a good FFA chapter and I'll also show you a good instructional program. They go together. Remember, good organizational activities are based on the needs of the members, school, and community.

Quickly, how does an organization, a new one for example, go about setting up a program of activities? Normally, any organization—local, state or national—has a pattern of committee organization. Local organizations usually follow the state pattern on committees. Work with the local president in naming his major committees. Point out that members should be appointed to committees, whose background or experience will give them the opportunity to make a definite contribution to the overall program. Once the committees have been named, they should meet as quickly as is convenient to select and plan the activities recommended. It is here that the adviser needs to work closely with the committee chairman, or the entire committe, in order to have considered activities that will make an over-all contribution to the instructional program and the program of the youth organization.

What are the characteristics of a good activity? First, an activity should make a definite contribution to instruction, although the final selection, planning, and carrying out of an activity is the responsibility of the organization's members in selecting activities. Second, a good sound activity, in most instances, will involve several members. A weakness of many programs is that too few members are involved in each activity. A good program will always have a few activities involving one, two, three or more members. The adviser can make more efficient use of his time by working with several members at one time. Third, many good, sound activities are continued from year to year, with changes in goals and ways and means. It should also be understood

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that there will be a few activities included in most programs that will be used only one year.

The following points might prove helpful if used by the adviser and the members in selecting activities:

a. Will the activity be an aid to teaching?
b. Will it take excessive time, over and above the instructional program?
c. Will enough members be involved to justify the activity?
d. Can recognition or awards be provided for the participants?
   Once an activity has been selected, these steps should be followed:
   --State the activity clearly, and denote action.
   --Set clear-cut, measurable goals for the activity. List enough ways and means to provide the who, when, and how aspects of carrying out the activity to further involve, not only the standing committee, but other members or special committees, if needed. Further planning in addition to that done by the standing committee should be the responsibility of the organization in regular meetings during the year.

Immediately following the carrying out of the activity, the standing committee responsible should make a final report of accomplishments to the organization at the next meeting. Accompanying this report should be a recommendation by the committee that the activity be continued next year or that it be deleted from the program. If the recommendation is to keep the activity, suggestions should be made relative to the goals and ways and means for the new year's program.

A clear, accurate summary of accomplishments should be recorded in the accomplishment column in the program of activities in the secretary's book. A more detailed report should be included in the organization's minutes.

Strong programs of activities are not developed in one year. Usually three or four years are necessary to build an outstanding program. The quality of a program is not determined by the total number of activities included, but rather by the results obtained. Did the activities involve a large number or all of the members? Did they contribute to better instruction? Did they develop in the members qualities of leadership and citizenship?

If these results are obtained, the right guidelines have been followed and the organization is an excellent show window for the program it represents.

An Example of an FFA Activity that Will Make a Contribution to Teaching Vocational Agriculture

Supervised Farming Committee

Activity	Goal	Ways and Means	Accomplishments
1. Sponsor a tobacco production program	a. Eighteen members produce 2,000 or more pounds per acre.	a. Vo-ag teacher provide instruction and supervision	a. Twenty members exceeded 2,000 pounds per acre. Exceeded goal by two
	b. Provide framed certificates for members making 2,000 pounds or more of tobacco per acre.	b. Name a special committee by November 1 to secure a sponsor for tobacco production program. Provide certificates	b. Secured D. M. Stone, Manager, Farmers Supply, as sponsor November 15. Awarded certificates to (list names)
	c. Select member with highest yield. Provide trophy for this	c. Sponsor provide trophy for member with highest yield per acre.	c. Mr. Stone presented trophy to Bob Jones who produced 2,000 pounds on one acre.
	d. Make awards at Parent and Son Banquet.	d. Committee chairman work out spot to present awards with banquet program chairman.	d. Awards were presented by sponsor at annual Parent and Son Banquet, April 15.
	e. Public story in local paper on results of the program.	e. Chapter reporter prepare story for local editor. Adviser edit story	e. Story published April 23, 1961, in local paper.

SYMPOSIUM: GUIDELINES IN DEVELOPING LOCAL PROGRAMS OF ACTIVITIES FOR VOCATIONAL YOUTH ORGANIZATIONS

Miss Joe Marie Phillips
Chief Consultant in Home Economics Education
Texas

a. In the FHA, the national program of work is used as a basis for developing local programs of work. Activities will then be a means of adding depth and enrichment to the home economics program. The FHA is an integral part of the total program in home economics.
  --May emphasize one project.
  --May use a variety of projects.

b. Activities should be educational, as well as of service. Activities should not exploit members.

c. Use advisory committees for suggestion of activities.
  --Prepare a calendar of activities.
  --Keep administration and community informed of plans and activities.

d. Be selective with activities. It is better to do a few projects well than to try too many activities and not do any well.

e. Activities selected should be based on definite goals and objectives, with a well developed plan of action. Results should be evaluated by members and advisers in order to develop programs of work with depth.

f. Young people need help in leadership, counseling, and guidance. They need to make some decisions—decisions which are within the range of their background and experience. Youth can make decisions, but adults should be willing to abide by their choices; otherwise it would be best not to leave decision-making to youth.

g. In planning activities, chapter members need to consider what has been done, the needs of community and its youth, and what young people can accomplish.

h. The activities selected should offer variety—so that all students can participate. Involvement is important to the success of the program of work. Activities should be worthwhile, and of the type that will help individuals grow.

i. Planned activities should use resource people as parents, community personnel, and the like.

j. Resources that may be used in developing the program of activities:
  --National FHA Program of Work (four years)
  --National Magazine--Teen Times
  --State Newspaper--Future Homemaker
  --Other appropriate publications

SYMPOSIUM: GUIDELINES IN DEVELOPING LOCAL PROGRAMS OF ACTIVITIES FOR VOCATIONAL YOUTH ORGANIZATIONS

Ron Strand
State Supervisor of Distributive Education
Minnesota

Outline

a. Communication problems among and within vocational services. Terms do not mean the same to all people.

b. Required (or highly recommended) activities as opposed to free-choice activities. With free-choice activities there may not be 100 percent participation in any single activity, regardless of how important it may have been thought to be.

c. Five E's may be helpful in getting maximum participation by students in vocational youth organizations. This is necessary if youth organizations are to be an integral part of the vocational program and if they contribute effectively to the instructional program.

1. Education
   - --Teacher education
   - --In-service education for teachers
   - --Guides and handbooks

2. Emulation
   - --Student-teacher assignments
   - --Visitation to successful vocational youth organizations and civic organizations

3. Enthusiasm
   - Involvement in:
     - --Local programs
     - --District and regional activities
     - --State Activities
   - Success stories and examples
     - --Other coordinators
     - --Students
     - --Civic leaders

4. Experience
   - --Advisory committees
   - --In developing a program of activities

5. Evaluation
   - --Teams or groups
   - --Advisory committees
   - --Of competition or motivation
   - --Based upon objectives
   - --Contribution to teaching (instruction)

Afternoon

Presiding: Mrs. Joan K. Smith, North Carolina

SYMPOSIUM: HOW TO MOTIVATE STUDENTS TO PLAN AND CARRY OUT THE PROGRAM OF ACTIVITIES

Miss Joan Landman
State Adviser of Future Homemakers of America
Arizona

This particular topic, motivation, is closely allied with the two earlier presentations—the program of activities, the starting point, and guidelines for program planning. It is rather difficult to separate any of these topics from the total program of activities in a youth organization.

To motivate implies to move to action. As I work with students, I am aware that I do not consciously concentrate on how to motivate or activate students to plan and to do. I do concentrate on how to provide the opportunities and the tools for students to be self-motivating, self-directive, and self-actualizing individuals. I am concerned with the growth of each individual, and how steps toward this growth can be taken through active participation in an effective program of activities. In trying to provide opportunities for self-motivation, the student member is the starting point rather than the function of the youth organization as a teaching device.

Several core concepts have been mentioned frequently this week that seem to be common to any organization—youth or adults charged with the responsibilities of planning and carrying out an effective program.

First, program planning should be done by the members. There is no question on this concept if the members have had the opportunity to develop program-planning precepts and "know how." Program planning is quite a sophisticated process, and without an understanding of the basics—what is a program of activities, how it is planned, who plans it, how it is carried out and evaluated—the whole process is apt to be confusing to the student.

Knowledge and comprehension of the means for program planning form the foundation for members to move on their own in developing the program of activities.

The what of program planning is fairly simple. I once listened to a member interpret the what in this manner: "Ask questions like those your mother asks when you're going out--where do you want to go, why do you want to go there, how do you plan to get where you want to go, and then where are you going once you arrive there? The program plan of activities is the map you make that helps you see and manage this 'going-places' route."

The who of program planning has been covered many times this week, whenever the word "involvement" has been mentioned—involvement of all or as many of the members as possible. Most groups probably work with a small group as a catalyst somewhere in this total group-involvement process. A caution here is that the who does not become adult-adviser dominated.

It is under the how of the program planning that I would like to discuss with you a few concepts of providing opportunities for self-direction of students.

Awareness--Members can be more self-motivated if opportunities are opened for them to become:

--First, aware of the beliefs and aims of the organization, of its relationship to the classroom program and to the total school program (all organizations operate within the framework of their school's philosophy and objectives), and its relationship to the community and to the home.

--Aware of past experiences, successful or not so successful, that the chapter has undertaken.

--Aware of all members—their special interests, needs, potential for growing and contributing. Here we may need also to develop an awareness that not all are or can be leaders, but that all can contribute something to the group and gain recognition and satisfaction from it.

--Aware of other youth activities and programs, not only other school organizations but out-of-school groups also—Boy Scouts, Girl Scouts, Boys' Clubs, Y-Groups. Many times awareness here can lead to join effort on particular projects and activities.

--Aware of the community and all its aspects—business, industry, peoples, and families. If members can see "what's out there," what's needed, what agencies and services are available for the people, what jobs are there, how people earn, what people do (all people, not just the ones in familiar neighborhoods)—if avenues can be opened for members to see, the members themselves usually soon find avenues to "do." One way to carry out this concept would be to sponsor community tours in cooperation with volunteer and civic groups to explore the environs of their community.

--Aware of resources available to help in program planning. From the national level in Future Homemakers of America, this refers to the wide range of reference materials available—the "National Program of Work," "Chapter Handbook," "Cooperative and Competitive Activities," and others. From the state offices there are also resources to help in program planning. State and district or regional meetings and leadership workshops can be added to this list.

A second concept under the how of motivation is balance—a balance in the program of educational, service, and work activities, with a "fun" or social aspect. The fun of working together toward common goals, of gaining recognition, and just plain enjoyment are great motivators, and it is not non-professional to provide opportunities for young people to have fun. The vocational education youth organizations are soundly education-based, but we don't need to go overboard in the strict educational sense.

Communication is a third concept that might be considered essential. A free flow of ideas can help in relating and tying together "awareness" into an action pattern. Adult advisers can provide an arena for the members to talk and think together, to explore what they have seen, read, and felt. Open channels for communication among the members and between the members and the adviser can lead to understanding, and undertaking a program that has meaning to all.

Involvement in planning, doing, and evaluating has been identified this week as a prerequisite to success in any part of the youth organizational program. We have all seen many examples of youth involving other youth in program planning. I had the opportunity recently to observe two groups as they began to plan their program of activities for next year. In one, the total membership brainstormed for ideas after identifying two projects they wanted to develop. In the other, a program of work committee was meeting to look at possible projects and ideas before presenting them to the total membership.

In both of these approaches (before any pattern is proposed for adoption), the total group will have the opportunity to react to, accept, adapt, change, or even reject the plans. This can be done easily and constructively if the channels of communication are open and if members feel free to express their opinions.

Participation is another key factor in motivation—participation in the thinking, planning, doing and checking of the chapter. Under this concept I would like for us to remember that there is a place for every member. Perhaps instead of talking so much about developing leaders, we should speak of developing individuals. Not all the members can or should be leaders; but everyone is a person who will work, probably marry and have a family, and will live somewhere. In vocational education we often find the students who need us the most are not those with leadership abilities. However, when we allow them to select, try out, and test activities at their own level (which may not be our idea of excellence) this experience will be of great help to them in living their life more effectively.

Evaluation is very much a part of motivation. How have we done? Were we able to reach the goal with a feeling of satisfaction or did we take too big a step at one time? Where do we go from here? To help members and advisers in this process of evaluation, I highly recommend the booklet, "An Adviser's Guide for Helping Students Evaluate Their Own Growth," available from the national FHA headquarters. The basic principles developed in the book have across-the-board application.

Probably the most important concept, is that open-ended, intangible one. If this one thing is lacking, nothing moves, no matter what the motivation. I am speaking of enthusiasm. Enthusiasm needs to start with the adult adviser and then permeate to the members, so that "guidance" becomes the key word for advisers, rather than motivation.

How this is accomplished rests with each adult, and there is no "how to" answer. Advisers will find their own unique way to interact with members, but if they are enthusiastic, eager and willing to back the members, the greatest part of the question as to how to motivate students to plan and carry out a program of activities is answered.

SYMPOSIUM: HOW TO MOTIVATE STUDENTS TO PLAN AND CARRY OUT THE PROGRAM OF ACTIVITIES

Mrs. Rosemary Shanus
Executive-Secretary of OEA
Business and Office Education
Minnesota

For the past three days we have certainly established that the vocational education youth organization is not just a chapter or club but is a legal, logical, and conceptual part of the vocational educational function. In this light, we conceive the youth organization as a vehicle for the motivation of students and also for the enrichment of the cirriculum. Unless we visualize the youth organization as contributing directly to the educational process of developing the "total personality"—the integrated individual who accepts himself and sees the relation of himself to his environment—I have missed the point of this National Seminar.

Acting as the Executive-Secretary for the Office Education Association in Minnesota, as well as the club adviser for 35 cooperative office part-time training boys and girls, I have found that the responsibilities of both of these roles are vitally concerned with motivation.

First of all, my job as Executive-Secretary gives me the responsibility of motivating local club advisers. I feel very strongly that the motivation of students to plan and carry out their program of activities is basically possible only when there are enthusiastic, motivated club sponsors. You need no gimmicks or no bag of tricks. If you have an enthusiastic, committed, and motivated club sponsor, you will have the necessary element to motivate students to plan and carry out a program that will provide experiences to satisfy their individual and group needs.

We have already mentioned, through our different presentations, such things as teacher education (in-service as well as preservice), workshops activated by the state leaders, and other such valuable devices. Of course, I agree with these suggestions, however, I believe that before these things, if we wish to attain any degree of success, we must begin with the activation or reactivation of commitments to the values that have been established for the vocational education youth organizations by the community, the students, and the club sponsor. I believe this must be done in the same way that values were integrated when we founded this country upon the idea of education being essential to the purpose of a democracy. Thus, we must:

a. Integrate values. Commit ourselves to the belief that vocational organizations are an integral part of the vocational curriculum.
b. Clarify values. Legal structure for the commitment is the Vocational Act of 1963. Other examples are the Declaration of Independence, followed by the Constitution.
c. Institutionalize values. Rules; regulations; guidelines for youth groups; permitted, prescribed, and prohibited behavior.
d. Implement values. To give the values high visibility—as done to the Boston Massacre by Samuel Adams

Let us refer to a study made by Richard Cotrell under the guidance of Warren Meyer at the University of Minnesota in 1965-67. This study will verify some of the remarks made here today regarding the importance of the club adviser's commitment to youth-organization values.

The objective of this inquiry was to study some of the factors which influenced membership in the distributive education clubs. Important in these influences were the attitude of the students, the attitude of the coordinators, and environmental factors.

The method chosen to secure the data was that of a questionnaire sent to all the students who were enrolled in a distributive education program in the state of Minnesota for the school year of 1964-65, and to the coordinators of these students. In may, 1965, questionnaire forms were sent to the 38 schools with distributive-education programs, and to 705 students who were enrolled.

The questionnaires were completed and returned by 551 students and 35 coordinators, representing 78 percent of the students and 92 percent of the coordinators.

The responses from students who were not members of a club indicated that the rural students did not have club activities explained to them. Because of this, even though they were given the opportunity to join, they elected not to become a member. Their reasons seemed to reflect the attitude of their coordinator and lack of information. The urban students indicated that they did not receive an explanation of the club and were not given the opportunity to join. Their replies again reflected the attitudes of the coordinators.

There are several conclusions which may be drawn from this study:

a. The distributive-education program does reduce participation in other extra-curricular activities in the high school. This actually prevents some students from joining.
b. The students who are nonparticipants need an opportunity to participate in an organization to develop certain important skills more effectively.
c. Some students need encouragement to participate in the activities. Too often coordinators fail to provide for individual differences in dealing with this problem.
d. The distributive education clubs need more activities. The kind of activity, is at present, of secondary importance.

e. The restrictive policies of some administrators present a contradiction. They prevent an organization dedicated to the development of sales competencies from the use of selling activities to raise funds.
f. The coordinators lack a deep understanding of their students' background, attitudes, and opinions.
g. The methods used to help the nonparticipating students were inadequate.
h. The role of the coordinator in club activities is a source of perplexity for many coordinators.
i. Prospective distributive-education students lack an effective introduction to the program.
j. The goals and objectives of the distributive-education club, as well as those of the entire program, are not clearly understood by the coordinators.
k. National and state organizations are criticized for nonparticipation in local club affairs.
l. Local, state, and national club organizations lack effective methods of publicity and promotion.

I have a commitment to the 35 students whom I supervise in the Office Education Association at the St. Louis Park High School. Because many specifics have been mentioned and need not to be repeated, I will just add that I attempt to utilize the following two universally accepted principles of learning:

a. Reward--The sooner it can be received after the experience the better it contributes to the learning process.
b. Praise--Praise is more effective in the learning process than is criticism.

Can you think of a way that the teacher, as a youth organization adviser, can have more opportunities to implement these two fundamental principles than through the youth organization? Of course, they can also be promoted in the classroom and on the job, but why not utilize the natural setting in chapter activities to attain true learning.

EXAMPLES OF EFFECTIVE USE OF VOCATIONAL YOUTH ORGANIZATIONS TO MOTIVATE STUDENTS TO LEARN

J. E. Dunn
State FFA Executive Secretary
Georgia

The first example that comes to my mind for motivating students is that vocational youth organizations provide a "place to belong"

—gives one a sense of belonging, of being wanted and needed. This, as we all learned in psychology, is one of the first or most basic needs of the individual. Vocational youth organizations provide a means of fulfilling this need and desire, in a productive and profitable manner.

Most individuals still prefer to conform. In recent months we have seen and heard so much of the non-conformist groups, that they themselves have become conformists of their own style. We might say, "conforming non-conformists."

So simply being a member of the group motivates students. To use a negative example to illustrate—I know of two instances in our state this year where girls are studying vocational agriculture in high school. They are planning for a career in the Peace Corps, and asked to take vocational agriculture. These young ladies, in different schools, scored highest and second highest in their respective classes in the study of soils—soil judging, classification, and use. When they found out they could not be on the chapter soil-judging team because they were not FFA members, their interest and grades immediately took a downward swing.

Another prime example of using our organizations to motivate students is in leadership training. We have always contended in vocational education that the student must have a supervised work-experience program outside the classroom, to provide practice in the occupational area he is studying. Youth organizations provide opportunities for students to get experiences in group dynamics in a very practical manner. In this sense, participation in a youth organization provides the same sort of opportunity for practice in agricultural operations.

Certainly if a student is elected to an office in his organization, he or she is motivated to do a good job with the position of trust and responsibility into which they have been placed. My experience with youth enrolled in vocational education programs is that if you give one a job to do he will invariably do it, provided he understands what the task is and understands how to do it. It may not be done as quickly as you wish, or in the exact manner you expected, but it will be done. Most of us would be rather lax and sloppy if we thought no one but ourselves would be affected or influenced by our actions and judgments. A position of leadership automatically carries with it responsibilities to other people that motivate one to try to do a good job.

All members of an organization cannot be officers, but they can all be given positions of leadership and responsibility through the work of various committees. Thus, they are motivated to participate in personal development experiences as well as to learn to work together cooperatively and democratically.

Many of you will disagree with the next example of an effective use of vocational youth organizations to motivate students, but to me it is a very important method. It is through an awards program that provides an opportunity for competition and recognition. The need for recognition is another of the basic needs of the individual.

In our state, we have a tremendous awards program for our youth organization. I would estimate that approximately 80 percent of my time is spent in some phase of administering awards programs. Sponsorship of these awards is provided on the state level from the National FFA Foundation to state banks, utility companies, fertilizer companies, cooperatives, and others. Awards range from simple certificates to $500 college scholarships. Opportunities are available through various programs for individual students, teachers, staff members, and chapter groups. Of course, it is necessary to evaluate these programs constantly to keep them as incentives to recognize a job well done, and to avoid having the winning of an award become the objective.

Most of our awards programs carry as the top state award an all expense paid trip to the National Convention for the winner. Many local chapters have awards programs that are sponsored locally and carry this as the top award. Then in addition to the contest becoming a motivating factor, the award, or trip to Kansas City, never fails to motivate a boy to even higher goals.

May I give just a few specific examples. Our first state winner in farm electrification is now a division engineer for the Georgia Power Company, and this year's state winner is in his area of supervision. A former student of mine, who was interested in little except working on farm equipment, received an award for his work in agricultural mechanics that motivated him to get a degree in agricultural engineering. An overaged "drop out," named Houston Black, who returned to school only because he wanted to exhibit his livestock in the local fair, became motivated in education, if you please, has almost completed work on his Ph.D. degree. He is principal of one of the larger high schools in Georgia. The current Lieutenant Governor of our state made his first attempt at public speaking in an FFA public speaking contest.

Our National Chapter Awards Program which has no award of any kind except a rating by the national organization of Gold, Silver, Bronze, Superior or Standard has done more to motivate chapters to excel than has any other single program.

I believe that the advancing degrees of membership in the FFA motivate students. Pardon me for using the FFA in my examples but, of course, this is the organization of which I am most familiar. I do realize that there are corresponding programs in the other vocational youth organizations. The advancing degree program motivates a student to beat his own record and compete with his own accomplishments. I have on my desk a small placard which came from the founder of one of our leading industries and reads, "This day I will beat my own record."

Our public relations and recognition programs, banquets, and the like which honor parents, do much to motivate students. The pride which swells in the heart of a mother or dad when son or daughter receives public recognition, however small it may be, cannot adequately be defined. Sometimes parents are also motivated to set a better example for their children.

Our youth organization has an annual goodwill tour for its national officers which lasts for several weeks and goes into many states. Some chapters take a group of officers on a goodwill tour of businesses in the community during National FFA Week. For several years, we have had in our state a week-long goodwill tour for state officers. I have witnessed many forms of motivation by these young men as they visits with, talk to, and observe top executives of their state and region. In fact, the Horatio-Alger-type success stories of many of these leaders are enough to motivate and inspire anyone. For example, two years ago my state officers sat with open ears (and mouths) and heard the president of Rollins Enterprises, a former FFA member, tell how he had just purchased Orkin Exterminating Company for 65 million dollars.

The next evening they heard the president of Armour Agricultural Chemicals literally preach a sermon on our four-line motto that would convert any beatnik or draft-dodging Viet-nik that had a gram of brains under his curly locks. This type of experience motivates students for something higher than a good grade in school or a good place in his own organization, and has definitely something of infinitely more value.

EXAMPLES OF EFFECTIVE USE OF VOCATIONAL YOUTH ORGANIZATIONS TO MOTIVATE STUDENTS TO LEARN

Walter T. Johnson
Assistant State Supervisor of Agriculture Education
North Carolina

There are many ways in which vocational youth organizations may be used to motivate students to learn. You may recall that the youth organizations are the outgrowth of a desire for new methods to motivate students to learn. Students need to be stimulated, inspired, and encouraged to use every phase of the organizations as a learning process. I shall touch briefly on some examples of effective uses of vocational youth organizations to motivate students to learn.

In some ways, they may include learning activities of other facets of our program. Making use of learning will mean (1) a change, or modification of behavior patterns that will motivate, or drive one to reach a goal, and (2) the ability to overcome blocks, or difficulties in the way. This learning may then mean getting along with others, developing new attitudes, extending one's skills, or learning the wise use of leisure time.

You may want to create in the members discontent, for out of discontent may come frustration and achievement. When a child becomes dissatisfied with his inability to ride a bicycle, for example, he will seek help—and for the most part, learn to ride. The outcome is success and happiness. It was such discontent that caused man to discover that the world is round. Burdensome, back-breaking jobs that were involved in making a living were responsible for the invention of the wheel. Man became tired of the ox and cart, the mule and the horse, and as a result of this discontent, we have the tractor, the automobile, the train, airplane, and other means of transportation, and labor-saving devices. Diseases and many kinds of sickness caused man to become discontented, and we have our many hospitals, clinics, trained doctors, and nurses. I could go on and on with examples of the many inventions and the progress man has made as a result of his discontent—all of which have provided happiness. Happiness is what all people want, regardless of where they live or what they do. Happiness takes many forms, and means different things to different people.

To a hermit--It means undisturbed quiet to mutter to himself all day long; "People are no darn good."

To people attending a football game--Happiness might mean observing the band with its beautiful majorettes, the outcome of the game, or other things.

To some happiness perhaps means sitting for hours on the beach observing the beautiful girls go by; dreaming of having a date with one of them.

Henry Giles said: "Man must work, that is certain. But he may work grudgingly, or he may work willingly. There is no work so rude that he may not exalt it: no work so impassive that he may not breathe the soul into it; no work so dull that he may not enliven it. Work is an essential ingredient as one strives for excellence."

So far, I hope we have agreed, that progress and happiness are the outgrowth of discontent, and that work is necessary for any achievement. Let us take a look at the average vocational youth organization and see if in it we can create some discontent in order to promote learning.

Any organization needs to have purposes, a program-of-work, good officers, and interested members. With that in mind, the first thing that should be done is to make a study of the organization with which one is concerned. Study its purpose with the members, and prospective members. Have a leadership period for members—giving everyone an opportunity to participate. During this training period an effort should be made to create some discontent in leadership ability, so members will be willing to work to have a functional organization.

After the self-study, it appears that the activities of organization may be set up, using a procedure that will provide learning and participating experiences for all members.

In electing officers, a nominating committee should be appointed. This committee should interview all prospective candidates and determine their fitness for their office. Each candidate should be given an opportunity to make a speech. The adviser, or director of the organization, should use skill here in creating discontent on the part of all candidates. They must be willing to be criticized by the members. Such a procedure should cause the candidate to rethink his first effort, and perhaps prepare another speech. The point is to stimulate thinking on the part of all members.

Program-of-work committees should be appointed. The purpose of these committees will be to organize the various objectives of the program, and have the group to appoint members to develop the various activities of the organization. Various committees would be held responsible for carrying out the activities. Such a procedure will result in participation by all members.

A skilled adviser provides the leadership for the organization —yes, democratic leadership. He should give every member an opportunity to find appealing activities and to help identify ways and means to be used in carrying them to completion. Such leadership involves an element of salesmanship. The adviser knows that members have certain needs; and he must offer them opportunities for satisfying these needs by involving members in the work of the organization.

The activities of the vocational youth organizations should not be confined to campus, or school activities; the community should be involved. Members should be guided to work in community organizations, such as the Farm Bureau, adult clubs, and the like. There may be a need in the community organizations for a good treasurer, a secretary; yes, the Sunday School may need officers. Youth should be reminded while they are in the school that they are being trained to assist their parents and neighbors with local organizations. Such efforts should motivate learning because members have purpose for their activities.

To further motivate learning, the members should be reminded that the successful business organizations of tomorrow will be those with the best trained people—people with imagination, courage, and a willingness to change to meet the new conditions. Students should be motivated to remain in school to further prepare themselves to take leadership roles in their local communities.

A few activities in which the chapter may engage to promote leadership and give more participating experiences to members are:

a. Organize and promote a chapter ham-and-egg show and sale.
b. Promote a chapter forestry program.
c. Promote a pig chain.
d. Promote a dairy production club.
e. Promote a safe-driver contest (may include non-members).
f. Select a member of the chapter as "student of the month."
g. Sponsor a goodwill tour.
h. Sponsor banquets, picnics, and other activities for parents and other interested individuals.
i. Have a book-of-the month report.

Learning must have a purpose. It must deal with youths' present and future life needs. Learning problems must be chosen in accordance with the abilities and life goals of students. We must apply our knowledge of the principles of learning and motivation as we guide the learning of each member in the organization.

Finally, in order to promote learning through youth organizations, the involvement of all members should be one of the major objectives. Make provision for all members to participate in planning and conducting the activities of the organization. This type of training will be useful in community, state, and national organizations in the years ahead.

EXAMPLES OF EFFECTIVE USE OF VOCATIONAL YOUTH ORGANIZATIONS TO MOTIVATE STUDENTS TO LEARN

Miss Florence Stater
Assistant State Supervisor of Home Economics Education
Minnesota

Motivation is of great importance in the process of learning. Many things have been written on this subject, and an interesting approach is found in Kingsley's work, which presents a different view.

Kingsley says, "It is the combination of events which serve to activate the child and regulate his behavior in connection with goals." He goes on to say that teachers fail to recognize that children are the motivators and that the teacher provides only the events, the available materials, or whatever the imagination can develop.

In other words, the teacher can bring the student to the point of motivation, but the student has to motivate himself.

If then, we can only provide materials or situations, we must know something about our audience.

The 12- to 18-year bracket of people seems to be unknown parts with which to work. But there are many things we do know, and of importance are those needs of this age that are social in nature.

The needs generally include affection, belonging, and acceptance. With these in mind, a look at more known qualities reveal that this age bracket includes persons who like groups. Groups are important to them. They want to be understood. (I an not concerned about the age gap in generations. In 15 years, I will be pleased with the maturity they have developed. And they, I hope, will be aware that I have some young ideas.)

They want freedom to do things, but they want to know the limits. They are restless—have lots of energy or none. They want variety. They are interested in the why of things. They are happy or sad. They are usually friendly and outgoing. They like young children. They are not extremely self-centered and they have much self-understanding. They get bored easily.

When we know these things about our students, youth programs and the curriculum should utilize them to an advantage. In order to best use the human elements successfully, youth programs and courses of study should have purpose, be definite, have guidance, and have direction.

And since we are involved with the "turned-on" generation—simultaneously turned on TV, radio, stereo, and the telephone—we have a tremendous selling job.

Since students see and hear only the best in advertising—our programs must be appealing and meaningful to the individual.

I will share with you some programs that were successfully organized through a vocational group, the Minnesota FHA. These programs could be just as well for fellows as for girls. (Slides were shown on 1--a leadership camp for members of a youth organization, 2--a seed-counting—pine seeds—project for a state conservation department, and 3--a project where young people in a vocational youth organization worked with mentally-retarded children in a hospital.)

COMMITTEE REPORTS

Committees 1 and 2

Topic: "The Local Program of Activities, the Starting Point"

Most vocational clubs or chapters set up their own program of activities. Some vocational areas follow the suggestions from their national organizations in developing their program of activities.

National and state activities should be reviewed, and, where appropriate, be included in the local program of activities. After the program is planned, committees should be appointed to make sure the planned program is accomplished. Care should be taken in the selection of committee chairmen. Only the student who shows a definite interest in a specific area should be selected as chairman of that group.

Activities should be carefully weighed before they become a part of the local program. They should contribute to the course of study (teaching). Students should, with the guidance of the adviser, determine what should be included in a program of activities.

Both committees had difficulty in determing the meaning of "the starting point." But we all agreed that one of the most important points to remember is the teacher-adviser, This person is the motivating force for the total instructional program, which we all agree, includes the youth organization.

Since the local chapter is the foundation of the state and national associations, it is imperative more assistance be provided to these local programs. We tend to forget that some teachers may not be as versed and dedicated as we are. Methods for offering guidance and help vary from state to state and vocational service to vocational service. They include, however, (1) workshops, (2) visitations, (3) in-service training, (4) written guidelines, and (5) "buddy-teacher" system.

Each local program should have individuality. By receiving guidelines and suggestions from the state and national associations, the local chapters should adapt, adjust, and formulate its program of activities according to its particular local situation. No two programs will operate exactly alike.

Basically, we are agreed that "teacher-preparation" is the starting point. It is our responsibility to see that all teachers are well prepared and are able to guide students in the development of a program of activities which is suitable for their own individual situation.

Committees 3 and 4

Topic: "Guidelines in Developing Local Programs of Activities for Vocational Youth Organizations"

a. Have the chapter's program contribute to the attainment of the objectives of the instruction program.
b. Activities in youth organizations should relate to the classroom and experiences of members.

c. Activities should be based on the needs of the individual youth organization as a unit, along with the corresponding needs of the school and community.
d. Activities should be realistic, obtainable, and measurable.
e. Activities should generate interest among members.
f. Activities should help individuals work toward specific objectives or goals.
g. Activities should contribute to the growth of individual—develop his knowledge, abilities, and appreciations.
h. Students should be involved through committee work.
i. In planning the local program of activities, each chapter should develop activities for a definite period of time, including goals and ways and means of reaching them. A means of evaluating activities in terms of meeting the needs of chapter members should be provided.
j. A system of reward or praise for members should be used for motivation.

Guidelines For Committees

a. Appointment of committee members: Persons should be asked to serve on a committee in an area of his interest. This interest should be determined prior to the appointment of committees.
b. Committee members should be appointed to serve until the activity (activities) is completed. Standing committees should be used for activities that continue for the year, with special or temporary committees for activities of shorter duration.
c. The functions of various committees should be defined and stated.
d. Long- and short-term planning and reviewing of the work of the committees are desirable.
e. The chapter should approve the work of committees.
f. The school administration should give approval to the work of committees.
g. Only chapter-approved activities should be carried out.
h. Evaluate each activity.

Organizing the Program of Activities

a. Review each year's program to select activities which were successful, and should be repeated. This may also be useful in planning goals for activities not achieved as well as the members desired.
b. Borrow programs of activities from other groups to use as a guideline or for suggestions.
c. Use activities suggested by the state association.

d. Identify a school and community needs. Base program on these.
e. Use an over-all advisory committee (may be divided into special interest areas) to suggest appropriate activities for the youth organization.
f. It is the chapter adviser's responsibility to see that all activities agree with local and state school board policies and regulations.

Recommendation

Committee 4 would like to suggest that this Seminar consider making the recommendation that all vocational youth organizations adopt the following terminology:

a. Chapter be used to designate all vocational youth organizations at the local level.
b. Association be used to designate all vocational youth organizations at the state level.

Committees 5 and 6

Topic: "Guidelines in Developing Local Programs of Activities For Vocational Youth Organizations"

a. The program of activities should conform with the local school philosophy and policies.
b. The program should be tied in with the instructional program and, where feasible, it should be career oriented.
c. Activities should be developed under the guidance of the instructor by the group that will be involved. They should:
    - --Provide for ways and means.
    - --Provide specific goals.
    - --Be financially possible.
    - --Be possible to be evaluated.
d. A local advisory committee should be used to help suggest youth activities for the program.
e. Activities should be so adapted to the local situation. The state program of activities should be used only as a guide. Local innovation should be used with state-suggested activities.
f. The program should contain a sufficient number of activities in which most of the students can participate, rather than just a few.
g. Quality of the activities should be emphasized over quantity. (A few activities done well are better than many done poorly.)
h. Preparation for contests should not be over emphasized at the expense of the educational value of the activity and the personal growth of the students involved.

i. The program of activities should be flexible enough to fit the diversities of each vocational service area.

Committees 7 and 8

Topic: "How to Motivate Students to Plan and Carry Out the Program of Activities"

a. Having students take part in planning the activities is a major step in motivation. However, the adviser should be sure that the activities planned by the students are within the policies of the school administration. Advisers should give sufficient guidance to insure the success of the activities.
b. Enthusiasm by the teacher (adviser) is essential.
c. Motivating students may involve using outside specialists or field trips to observe the programs of other organizations with similar or related activities.
d. Students should be provided with some means of identification with an organization.
e. Advisers of youth groups may use prepared guides to help in planning various activities after they have been selected. This will help motivate students.
f. The adviser should become familiar with student and family interests, and should help create proper channels in youth organizations for the development of their interests.
g. Suggestions may be solicited from members on activities that contribute to instruction. This will help the group to better understand what is being (and is to be) taught.
h. Motivation is promoted when members participate in course-planning.
i. Motivation for leadership may be promoted by competitive activities.
j. Established deadlines can be used in motivating the carrying out of planned activities.
k. Advisers should involve all officers and committee chairmen in leadership conferences on the local level. They should also participate in state and national leadership conferences in so far as possible.
l. New officers should become acquainted with the organization by reviewing the constitution and the program of activities for previous years.
m. Committee chairmen may give grades based upon students' reports of plans and accomplishments in vocational youth organization.
n. Consideration should be given to all suggestions and contributions which come from planning sessions involving youth.

Committees 9 and 10

Topic: "How to Motivate Students to Plan and Carry Out the Program of Activities"

a. The adviser must have a plan in mind for the youth organization and be willing to work to follow through in getting his plan implemented.

b. Local contest activities often motivate more than do state or national contests. Involving all students in preparing a sales demonstration in class may result in more activity and interest than would a state contest.

c. Often motivation comes from encouraging students to plan, prepare, and complete on a time schedule. This is realistic to life.

d. The adviser is the key to motivation. He should use all the help he can get, however.

e. Communication between vocational services should exist at home without having to come to a state or national function to find out what is going on. This would have value in motivation.

f. One problem is not having enough qualified advisers to motivate students.

g. Encourage students to express themselves and take the time to hear them. Too often, parents, teachers, and others do not listen.

h. Home visits by the adviser will often improve the situation for the student. This will help motivate the student.

i. Individual conferences with students can help motivate them to do a good job.

j. Praise continued from advisers, students, and other individuals is very effective in motivation.

k. Motivation can often be instilled by presenting a challenge to members.

l. Capitalize on the concern of students for others in motivation.

m. Words of praise in letters to successful members are effective in motivation.

n. Awards, such as ribbons, plaques, trips, cash, tours, and scholarships are effective in motivation.

o. Publications can often be used effectively in motivation.

p. Do not overlook the fact that students have a strong motivation influence on their fellow students. Members of vocational youth organizations can themselves effectively influence fellow members.

q. Motivation stems from interest, which will usually involve competition—either formal or informal.

r. To motivate students, we should:
--Provide them with knowledge of the organization.

--Provide for the involvement of all members in activities. (This should include not only carrying out of activities but also involvement in planning and evaluating activities of the chapter program.)
--Recognition of achievement by members.
--Involve the committee chairmen and officers in a stimulating leadership training program.

Thursday, June 15

Theme: "Organizing and Administering Youth Organizatins in Vocational Education"

Morning

Chairman: James Herman, California

DEVELOPING RELATIONSHIPS WITH BUSINESS, INDUSTRY, SCHOOL ADMINISTRATORS, AND THE PUBLIC: TECHNIQUES AND MEDIA TO USE

Russell J. Mercer
State Supervisor of Business and Office Education
Georgia

Monday, I decided to re-do this speech. That evening, just before dusk, I went on the back porch of the room that my family and I are occupying this week. This room is located in the lodge at Rough River Lake State Park about 15 miles from here. The lodge is located adjacent to Rough River Lake. The lake is a rather long one and several speedboats came by. As these boats would almost go out of hearing in the distance, the water from the wake of the boats would come in waves lapping at the shore.

I realize that this is very elementary, but I thought briefly about the saying that what people do affects others—good, bad, or indifferent—long after the person who has acted is gone.

My thoughts then strayed to Leroy. Leroy came into my life my second year of teaching. After having taught business education my first year, I accepted a position as principal of an elementary school and taught seventh-grade geography. Leroy was in my geography class. Leroy just did not have it. He averaged a numerical grade of 66 for the year. Leroy's mother was our head cook at school. His father was the chairman of the board of trustees. Yes, you can believe that I was motivated. I devised devious methods of escape to get him to the promised land of 70. Finally, I gave Leroy the four points needed to make 70, keeping in mind that this boy had been socially promoted since early primary grades.

About six years later, Leroy came to my home with his future wife, to see what I thought of her. Leroy had recently been discharged from the Navy after a three-year term. One of his first remarks to me was, "Do you know, Mr. Mercer, the coffee trees in Brazil are just like our geography book said they were."

Since that time I have done my best—and let the waves lap the shore as they will. Leroy today is a successful contractor in Atlanta. This experience taught me an excellent public-relations rule to use with all people, "Don't prejudge; do the best you can and hope for the best."

I cannot pass up this opportunity to thank you who are in charge of this seminar for the opportunity to attend. It has been one of the very best, Dr. Luster, that I have ever attended. My family informs me that their stay at the Rough River State Park is one of the best ever.

My presentation topic is "Developing Relationships with Business, Industry, School Administrators, and the Public; Techniques and Media to Use." Public relations require that everyone does a good job first. Then, let the people know about it. There are many ways of letting people know of an effective job that is being done. Some well known ways are through the newspapers, magazines, periodicals, radio, television, and posters. Other ways are person-to-person contacts; banquets; open-houses; distribution of brochures and other material; speaking before civic, business, and farm groups; the PTA, and others; and to cooperate with other recognized organizations in their activities. These are but a few of the many ways through which public relations activities can be exercised.

Public-relation activities will need to be directed to different groups (categories). We may think of the (1) lay-people group, which includes parents and business people; (2) the education group, which includes administrators and teachers; (3) the business and industry group; and (4) the governmental group. Each group, in its final analysis, is manned by people, and they are the public to which our good image must be sold.

I am convinced that quality programs build image, and I am also convinced that "image talkers" put the bad mouth on vocational education. Extreme care should be exercised in speaking to groups. Baseball pitchers sometime make the mistake of "letting up" and regret it as the ball goes over the fence. To use an example from Georgia, Mrs. Barber is present today. When you speak to a group of which she is a member—she goes home and tells it to the

Chairman of Education Committee of the Georgia House of Representatives—who is her husband.

Many of you remember the story about Vice-Preisdent John C. Calhoun of South Carolina. He probably would have become president if his wife had treated President Andrew Jackson's wife differently. I am saying—some of us have been overlooking women's organizations. Excuse this "pun for fun"—this is fertile ground.

Good public relations require that we establish certain basic truths. There are charges against vocational education that we should be able to answer. Not you people here; you know the answers. But our youth should have the answers to these charges—especially those that follow:

a. Vocational courses rob students of the chance to take academic courses. This, they say, is bad because only the subjects that make up the basic intellectual disciplines can teach students to think.
b. Vocational education trains students for specific jobs. It doesn't educate them to use their minds—to think.
c. Vocational education demands specialization too early in the school program. It should be built on the solid foundation of basic intellectual challenges and disciplines.
d. Vocational courses are too easy. They lack intellectual challenge.
e. The best preparation for a career is liberal education—the basic intellectual disciplines.
f. The so-called liberal education courses provide the best possible preparation for college entrance.
g. European education is superior to ours. (This difference, according to the charges, is due to the fact that we provide opportunities in vocational education for youth while most European schools do not.)

We must examine these charges that are made against vocational education, and the advantages they claim for other fields (often that of the one speaking). We must use our personal experiences as teachers and those of our students to dispute their unfounded charges and claims. We must collect evidence, and put it to good use. We must fight for the things we believe in and for the principles we know to be true. First:

- --A liberal education is not the best education for learners bound for careers in business.
- --A liberal education does not produce superior thinkers.
- --A liberal education is not a cure-all for all the problems faced by individuals and society.

Second: We must work for a balanced educational program for our students. There is much in liberal education courses that our students need. We must be every-ready to work with well meaning school faculties to provide a meaningful, well-organized, and challenging program of studies for our students.

Third: We must know what contributions vocational education makes to the welfare of our students and country. It helps interested and qualified students to develop skills, attitudes, and understandings that are needed to enter and build careers. Vocational education has helped thousands upon thousands of students achieve security and independence through competency. It is a record for which all vocational educators can be justly proud.

Furthermore, vocational education provides tangible goals for students. It gives meaning and direction to learning. Conant stated as much in his book, The American High School Today, when he wrote, "Students enrolled in elective programs aimed toward developing competency in a particular area have a commitment to their studies which gives them an attitude toward their whole program, including the required courses, which is more serious than that of boys or girls of medium ability who have been forced to take an academic program."

Vocational education teaches students how to think. There is much problem-solving in all vocational subjects. Problems must be analyzed and understood, solutions must be planned and tried, and results must be evaluated in terms of established standards. Our students must learn, retain, and use.

Moreover, we provide an economic education for the students in school that gives them a basis for understanding the problems of consumers and citizens in an economic society.

Fourth: We vocational educators must strive for constant improvement of our own programs. The content of our courses must be studied, weighed, selected, and strengthened. Our teaching methods must be sharpened. Our understanding of our students must be improved. Achievement standards must be studied and raised. Our teachers must question intelligently, and experiment. Somewhere there are probably better answers for almost everything we do in the teaching profession. Let's find those answers.

Fifth: Vocation educators must build strong professional ties. We can do much to strength our teacher organizations and to work through them. We must write and speak about our field. We must become more active in school planning.

Professor Malcolm MacLean made a statement that I appreciate, "Courage on our part, intelligent compromise, continued labor in this most fascinating and rewarding of professions is far better than timidity, panic, or retreat."

"Vo-Ed Is for the Marjority" is the title of an article this month in the Southern Education Report. With perception, and based on an intensive survey of vocational education, Mr. Clayton Braddock found, "that high-school curriculums are mostly college-oriented although the majority of students will not get college degrees."

We know that this college feeling exists. An example of how far people will go for the college "feeling" was brought to focus very sharply a few summers ago while I was teaching at Georgia State College in Atlanta. One day one of my brightest young students came by to tell me that she was leaving school. I inquired into why she was leaving. She very truthfully said, "I have served my purpose here, I am getting married, and I wanted to put into the paper the fact that I attended Georgia State College." Sure enough, in a few weeks this fact was in the paper.

The following is a list of activities that the several services have found useful as techniques and media to use:

--Accept opportunities to speak before organized groups.
--Keep principal, counselors and teachers informed on the activities of youth groups.
--Conduct goodwill tours.
--Youth members should be friendly, courteous, and polite.
--Present awards and/or honorary degrees to youth-group supportors.
--Have receptions for donors to state and national youth group foundations.
--Become personally acquainted with newspaper writers and others working in communications media.
--Engage in community-service programs.
--Be an active participant in service clubs.
--Have a weekend retreat at a camp for youth supportors.
--Invite youth supportors to annual banquets.
--Have youth officers speak before civic groups.
--Participate in activities of the press association, and other such organizations.
--Participate actively in AVA and other professional organizations.
--Conduct youth-reportor workshops.
--Conduct leadership-training programs.
--Share with other vocational services.

--Award scholarships.
--Participate in TV and radio programs.
--Provide youth articles and pictures for magazines.
--Have youth-display talent through exhibits in state fair.
--Sponsor a youth newsletter.
--Supply youth articles to newspapers.
--Cooperate with other recognized organizations in their worthwhile activities.
--Cooperate in research work that has as its purpose the improvement of education, and especially vocational education.
--Be a part of the promotional program to increase the number of vocational education youth chapters in the state.
--Include civic, state, and national officials in convention programs and similar activities.
--Establish a youth foundation to enable people an opportunity to cooperate and assist with the youth program.
--Have government officials proclaim youth week.
--Use of vocational youth Christmas cards.
--Follow-up with thank-you notes to persons who have given assistance to the youth group.
--Invite prospective students and their parents to open houses and meetings, whenever feasible.
--Provide complimentary subcriptions of magazines and newsletters to supportors of youth groups, school and city libraries, and to civic organizations.
--Present programs during youth week.
--Invite the faculty to go on project tours and to attend banquets and meetings.
--Show youth group movies at school assemblies, civic clubs, PTA meetings, conventions and the like.
--Provide information on vocational youth groups to school guidance counselors.
--Invite school administrators to meetings of vocational teachers.
--Make use of every opportunity to show the department and its facilities to visitors.
--Have pictorial exhibits of youth activities shown in school, local store windows and at fairs.
--Provide reference materials on youth groups to school and city libraries.
--Select community people to serve on the various vocational education advisory committees.
--Select and honor "a person of the year" in different vocational services and in the various areas of the service.
--Conduct youth identified activities during designated special weeks such as safety week, fire-prevention week, and the like.
--Present parliamentary procedure demonstrations before school assemblies and civic clubs.

--Provide speakers for school organizations and civic clubs.
--Beautify and landscape a spot on the campus or a place in the school.
--Use the talent and resources of your community.

All of these are opportunities to develop relationships.

In Georgia, we are building as rapidly as possible our comprehensive high-school program. This program is being developed by allocating an amount of from $80,000 to $120,000 to a school system which will agree to develop offerings in a high school in at least six vocational areas.

Recently, we met with a "blue-ribbon" group of selected businessmen in a northeast Georgia city to explain this comprehensive program. Our approach to this group was, "What do you want taught at this comprehensive high school?" Each businessman there, motivated by his own particular business interest, as well as the normal interest one has in having a well balanced school program in his community, gave reasons why this and that particular course should be offered. After agreeing on the several offerings that did not include a certain type of welding, one businessman said, "If you will teach welding, I will give you the machines." The businessmen themselves came up with ideas such as let's wire the building so that if the community becomes saturated with, for example, sheet-metal workers, we can trade machines with another school for the training machines of other skills that we will need in this community in the future. To me this was communication at its highest level for vocational education.

In closing, I will tell you about an incident that occurred on a trip I took last summer with a youth group to New Orleans. On Sunday morning we went to the Baptist Church to hear Dr. Grey. His sermon was "Your Best Investment." He really impressed our youth group.

He asked, "What is your best investment? It is the best gilt-edged, blue-chip stocks or the best Ivy-League, college education?"

"No," he said, "Education is only for a lifetime between two eternities. Life will soon be past but what you do for Christ will last."

Thank all of you.

SYMPOSIUM: A PLAN FOR ADMINISTERING YOUTH ORGANIZATIONS

Charles D. Bates
State Supervisor of Trade and Industrial Education
North Carolina

Since there has been no mention of the history or background of youth organizations in Trade and Industrial Education at this seminar except the mention of VICA on occasions, I shall present the following: (1) background and history of youth organizations for Trade and Industrial Education, including VICA, (2) the merging of youth organizations in Trade and Industrial Education into one state organization and, (3) a plan for administering VICA in a state.

Background and History

In the 1930's, a national organization called the Future Craftsmen of America (FCA) was organized. It became operational, but was closed in its second year.

Those who worked with and trained young people to take their places in the labor market were aware then, as they are now, that youth need more than skills. They need (1) motivation, (2) respect for their capabilities, (3) an understanding of their role in the industrial community, (4) an awareness of their roles as citizens, and (5) an opportunity to develop their leadership abilities.

During the period from the late 30's to the early 60's, youth organizations in Trade and Industrial Education continued in some states, and under various names and patterns of organization. Only scattered local chapters existed in some states. Many states took no initiative to organize or encourage youth organizations during this period.

Several times during this period, various states attempted to get support for a national organization at various professional meetings; however, it was always either voted down or vetoed at the national level.

In the early 60's as trade and industrial education programs began to expand, re-organization was occurring at all levels; changes in personnel taking place; and renewed interest developed among new persons who were entering the field in establishing a national vocational youth organization.

The turning point for translating a need and an idea into a program of national scope was reached in 1964, at the AVA convention in Chicago. The National Association of State Supervisors of Trade and Industrial Education (NASSTIE) voted to sponsor and support a national youth organization. The president of NASSTIE appointed a committee with members from states that already had going, state-youth organizations. From this point, with the interest and assistance of trade and industrial educators, the U. S. Office of Education, and national labor and industrial leadership, the momentum increased.

VICA (Vocational Industrial Clubs of America) was born at the First Annual Trade and Industrial Confernece, in May, 1965, at Nashville, Tennessee. Fourteen states were represented by student delegations and 24 states had adult participants or observers.

During its first year, ending May 1, 1966, 30,000 students from 1,100 chapters, in 24 states and two territories, had joined VICA. The second annual National Leadership Conference of VICA was held in June, 1966, in Little Rock, Arkansas. The Third National Leadership Conference of VICA will be held June 19021, 1967, at Columbus, Ohio.

VICA, Incorporated, sponsors VICA, and an administrative board composed of members of VICA, Incorporated; the U. S. Office of Education, and the American Vocational Association (AVA) serves as the adult-governing body.

A National Advisory Council provides counsel, advice, and assistance to the Board. An Executive Secretary, appointed by the administrative board, serves as the administrative officer of the National organization with its headquarters in Washington, D. C. (Larry W. Johnson is Executive Secretary of VICA).

A Merger of Youth Organizations in Trade and Industrial Education

I will describe briefly how one state (North Carolina) proceeded with the merger of two state and several local youth organizations in trade and industrial education.

North Carolina, like several states, had one or more state organizations, and many local youth organizations in trade and industrial education up to 1965. Some of the names for these state youth organizations were: (1) T and I Clubs, (2) Vocational Industrial Clubs, and (3) Student Industrial Organizations.

The state advisers or sponsors of these organizations were called together to discuss a plan for merging all youth organizations into a single state organization, and the possibility of joining a national youth organization.

The second meeting involved the elected student officers and advisers. Publicity was developed and made available to explain this state meeting to the members of every youth organization in trade and industrial education in North Carolina.

The meeting was held, with two existing state organizations sharing officer duties. A single state association was organized, and a constitution adopted without a single dissenting vote. A slate of officers was elected and the state association was off the ground.

The State Association sent delegates to the first annual convention at Nashville, Tennessee, and was one of the original members of VICA.

A Plan for Administering a State Vocational Youth Organization (VICA in North Carolina)

VICA is a state association in trade and industrial education in North Carolina composed of local chapters established in the public schools offering courses in trade and industrial education. It is governed by a State Executive-Advisory Committee, composed of the state student officers, trade teachers, coordinator-teachers and local supervisors.

The State Supervisor of Trade and Industrial Education appoints a member of the state supervisory staff as State Sponsor. The State Sponsor is the executive secretary of the state-executive-advisory committee, as well as an ex-officio member of all committees. The State Supervisor serves as State Adviser of VICA.

Each local chapter has as its chapter adviser, the trade and industrial education teacher. Each chapter must have its own chapter constitution. North Carolina is divided into six regions for administrative purposes.

Each region is represented by an adviser, elected at the summer conference for trade and industrial education personnel. These advisers assist the state sponsor in the promotion and development of VICA activities in the various regions. (A copy of a brochure on VICA from North Carolina, given each person at the seminar, was referred to during this presentation.)

SYMPOSIUM: A PLAN FOR ADMINISTERING YOUTH ORGANIZATIONS

Weldon Else
State Supervisor of Trade and Industrial Education
Iowa

a. Write the enabling clause in the State Plan to legalize use of funds for working with vocational youth programs (organizations).
b. Apply for state affiliation with a national group.
c. Explain to the teachers the requirement of the activities of a vocational youth organization as a part of the program of instruction. Aid them in writing a constitution under the guidelines of their national constitution to give an operating procedure for a state association.
d. Work with the teachers in organizing their clubs (vocational youth organizations) and writing local constitutions that complies with the state constitution.
e. Make supervisory visits to local programs to help with and evaluate the progress of club (vocational youth organization) activities.
f. Involve the teacher-educators and field instructors in leadership conferences—in preparing materials for contests and in supervising conference activities.
g. Involve the local teachers in planning contest activities and supervising at leadership conferences.
h. As new instructional programs are begun (post secondary, junior college, coordinators-in-training) take the time to help get a club program organized and make it a part of the instructional program.
i. Work with the teacher-educators to include work on the things that are necessary for teachers to become a good club advisers in the pre-service education of vocational teachers.
j. Plan inservice time to prepare club advisers to perform their work on a higher level.
k. Plan leadership-training sessions for students. Work behind the scenes and let advisers and students develop their leadership potential through club activities.
l. Work with local administrators to help them understand the club program. Enable them to see that when it is a part of the instructional program, it should be carried out on school time.
m. Allow state-staff time to provide the leadership needed for the vocational club activities.
n. Make state-level contacts with trade associations, professional associations, and the like for the state vocational club association, enlisting their cooperation, financial support, and advice.

o. Encourage local advisers to try new ideas to improve the club program.
p. Organize state or state and regional leadership conferences.
q. Make provisions for student representatives and local advisers to attend national conferences.
r. Guide club activities so they serve the needs of all of the members of the organization.
s. Evaluate the effectiveness and progress of club activities.

SYMPOSIUM: A PLAN FOR ADMINISTERING YOUTH ORGANIZATIONS

Elmer Lightfoot
State Executive Secretary-Treasurer
Michigan Association of FFA

Looking at this topic can be compared with looking at the newest model automobiles. When we see them in a show room, the cars look attractive and give a favorable impression. They seem to be well designed; the individual units seem ready to perform well; and generally it is recognized that each unit is supported by professional engineering and a fairly efficient organization. Our vocational education youth groups may be like this in the eyes of many people

Visits to the technical and research centers of the automobile industry show that behind the scenes a tremendous amount of detail and coordination is involved in achieving the very logical-appearing product. Many decisions are made and frequent frustrations are encountered and resolved.

A similarity is found in our youth groups in vocational education. This becomes apparent with continued years of operation and administration. Those who have worked in a state-leadership role for some time, learn of the many built-in details of coordination which contribute to the acceptable performance desired in the youth program. It is most appropriate that this seminar be held at a time when much progress has been made in developing vocational youth groups, and yet in time to take advantage of the experience which can be shared to maintain this most effective teaching device. If the strengths of the instructional use of organized youth groups can be understood sufficiently, we may offset the frustrations which are present in administration of this part of vocational education programs. There are problems which constantly appear in a vigorous program of activities. These often may seem to be very small, but yet they are time consuming. We are facing here a program which is usually centered in the administrative offices of the public school authority, and yet requires a degree of coordination by staff members and others which causes questions to be raised about the time and energy required. Upon analysis, the state leadership of youth programs does not fit the usual rules of administration, nor can they be delegated as being entirely in the area of operations of local schools. It is more appropriate to apply the term "coordination" when referring to state leadership activity. The following suggestions and descriptions may hopefully include some help to conference members who may face the misunderstandings of educational leaders. Even nearby colleagues and chief administrative officers may view the satisfactory product, and not fully comprehend the implication of the coordinating job which youth groups require.

For effective coordination of youth programs, these areas may have special importance:

a. Securing a firm foundation for identifying responsibilities and making decisions.
b. Applying acceptable standards of procedure in handling basic legal and financial relationships
c. Organizing a plan for giving leadership to personnel involved in the continuing operation of acceptable activities
d. Annual scheduling of activities including recognition of total vocational education programs and activities of all persons involved.
e. Providing for adequate recording of administrative policies and achievements relating to the several activity programs to allow effective coordination and provide for continuous evaluation and improvement

In a short time, we can highlight only a few guidelines within each of these areas. We have fortunately, in the youth groups in vocational education much solid material to draw upon. The first area mentioned, the need for a firm foundation for identifying responsibilities and making decisions, is supported by national organization materials. A manual on the organization of the FFA is available, with the first thirty pages devoted to a basis for administration at state level, as well as on a national scale. This includes a structural chart for organizations and specific provisions in the constitution for adult leadership.

The state leader usually has, also, an added set of basic principles of school administration which can be applied to directing the youth program. By reason of being a member of the state education department, the implication may be drawn that generally the same principles of sound administration employed by successful superintendents of schools will be appropriate in the administration of the youth organization in vocational education. There is a danger that in our vocational education divisions we may overlook equipping staff members with training and education in school administration. Our tendency is to put priority on the value of specialized technical preparation in our fields of occupations. The guiding principle that administration has a first responsibility to facilitate the work of the classroom teacher and that administrative effectiveness must be measured in terms of the effectiveness of the classroom teacher may be easily overlooked in the desire for an efficient and trouble-free, state-office operation.

The basic principles of school administration will serve also to guide the practices to be followed in handling financial matters of the youth organization. This leads into the second area of suggestions relating to the application of acceptable standards of procedure in handling basic legal and financial relationships.

Many of us prefer to handle large, significant programs and problems rather than taking care of a continuous array of small, irritating details, or of picking up mistakes which seemingly should have been avoided. One area of genuine frustration arises from financial details of the youth organization. Briefly, here is a list of practices that suggest the behind-the-scenes coordination which hopefully makes our activities look good out in the show room, as viewed by the general public:

a. Financial responsibility is secured through position-fidelity bonding of persons handling youth-organization funds. In practice in Michigan this includes the secretary to the state adviser, the secretary to the FFA executive secretary-treasurer, and the executive secretary-treasurer.
b. Policy requires daily banking, and avoiding overnight possession of signed checks or currency, plus a complete absence of a petty-cash fund.
c. Incorporation of the state association as a non-profit corporation is maintained by an annual filing of the incorporation report and payment of service fee.
d. An annual income tax return is filed as a non-profit corporation.
e. Respect is shown for annual budget making by the executive committee and the state student officers. The budget items limit expenditures, unless specifically changed by executive committee action.
f. Accepted business procedure is followed in approval of invoices for all expenditures and for filing carbons of all receipts and deposits.

g. A dual signature is required for all checks in payment of authorized expenditures.
h. A dual bookkeeping system is maintained as a check on accuracy of accounting.
i. The monthly balance by the bookkeeper is checked by the executive secretary-treasurer.
j. Two areas are included in the ledger accounts: (1) revolving (restricted) accounts for receiving and handling contributions, and (2) the FFA general funds.
k. A rented, safety-deposit box accessible by two bonded staff persons is maintained in a bank to house reserve-fund documents and insurance policies.
l. Adequate permanent storage is provided for all essential financial records. In Michigan this is a supervised state agencies' record-and-publications center.
m. There is provision for an outside audit of annual financial records to support annual reports of all funds.

We come now to the consideration of the main body of the functions of youth-group activities. We have suggested safety devices and other requirements for a solid framework for our instructional vehicle; but now we need to consider a plan for providing leadership which will carry the principle part of our youth program. During this conference we have discussed activities which the teacher of vocational education may use in his instructional program of activities. In the FFA, we have identified four main areas in the curriculum or program of activities for students: agriculture, leadership, citizenship and cooperation. The main body of emphasis, therefore, in FFA in our state is to provide a smorgasbord-like offering of activities from which the teacher may make his selection to build an effective instructional program. To have these activities carried out effectively, a plan for centralized coordination is needed which will provide necessary information and leadership to many people. At least four groups of persons are involved in carrying out the Michigan annual program of activities. This program is written and revised annually to meet changing, occupational-training needs of students of vocational agriculture.

The four groups include:

a. State office staff members and members of teacher education department of the Land Grant university. The function of these men is to serve as coordinators of activities by working usually with teachers, but sometimes with technical specialists.
b. Technical or professional persons who have a mutual interest in the education of vocational agriculture students. These

men are usually from the several departments in the College of Agriculture, or are employed in agricultural businesses or industries.

c. Staff members from agricultural organizations, businesses or industries, or public agencies who also have mutual interest in vocational agriculture students.

d. Teachers of vocational agriculture with special interest in activities. To further explain the coordination required for providing FFA instructional activities, here are some examples of the so-called smorgasbord offering in Michigan:

In the area of technical or production instruction, contests are available in 11 skill areas in agriculture. These are held near the end of the school year and provide incentives for student achievement, and a test on the teachers' instruction. Recently some 1,200 students from 106 high schools involving 398 three-student teams, participated. This activity is conducted by the College of Agriculture, coordinated by staff members in agricultural education, both in the state office and teacher education.

--Agricultural Proficiency Awards are made available in ten skill areas by the National FFA Foundation and are handled in the state office.

--Market livestock school and sale programs, and a poultry improvement program provide opportunity for teachers to relate instruction in animal science to a challenging student activity. These involve coordination with special departments in the College of Agriculture.

--Businesses and industries conduct for the vocational agriculture teachers some further specialized activities. These include a crops program and our "Big Acre" contest sponsored by Michigan Bean Company. Another such activity for students producing sugar beets is sponsored by the Michigan Farmers and Manufacturers Beet Sugar Association. Further activities are available in soil science by Soil Conservation agencies, and in farm-safety instruction by the Michigan Rural Safety Council. These programs are developed cooperatively with the state office, and awards are approved within the policies of the state youth organization.

In the area of leadership training, the Michigan FFA appreciates the cooperation of teachers in conducting several important activities. A cluster of four contests in leadership skills is available; including public speaking, parliamentary procedure, farm forum, and demonstration. For added incentive, the students may participate in a statewide elimination program in each of these skill areas in a manner similar to basketball-tournament elimination. Teachers conduct local, district, regional, and state elimination contests.

The outstanding Michigan leadership-training activity includes the conducting of regional leadership conferences for newly-elected chapter officers. Some 800 students, plus 165 teachers, participate in these conferences conducted by teachers and student leaders. Three such two-day conferences were held early this week at three different camp locations.

To conduct 32 district contests and eight regional contests, plus eight regional leadership conferences, the administrative procedure requires coordination for identifying first, the teacher chairmen, and secondly, the instructions and policies for operations. During the summer conferences of vocational agriculture a series of regional meetings are held at which time the teacher chairmen are elected. These eight men become the state Advisory Committee. Suggestions are considered at that meeting for effective operations. The teachers elect in each of eight regions an overall regional adviser, a regional adviser for conducting the leadership-training conference, and a chairman for the regional contest. Before adjourning this meeting, the teachers meet according to the districts to elect a chairman to conduct district leadership contests.

This meeting in the summer provides early identification of key men who will receive from the state office the instructions and policies for carrying out leadership activities. Included among materials for operation of the leadership-training conference is a bulletin prepared under leadership from the state office. Copies of this bulletin, revised in 1964, are here for all conference members. Note especially the statements on the early pages under the heading "State Relationship to Leadership Training Camps," and the "Memorandum of Administration for FFA Regional Leadership Camps." These leadership camps have been considered effective for some 1,000 persons annually over a period of more than 15 years.

The regional-camp adviser is encouraged to hold early planning meetings which include the six elected student officers who will conduct the program, plus their chapter advisers. A state FFA officer and a state office consultant are included in the planning meeting. Later the state consultant and a state officer attend and provide leadership for the activity.

Because many professional and technical specialists and teachers are participating in the actual operation of instructional activities which contribute to the educational growth of students, another special area of concern must be considered. Coordination of a broad program requires state administrators to develop a calendar which will schedule activities to avoid conflicts. Probably of most importance is a need for avoiding an undue peak load on the stat office staff. The very nature of school activities is such that the early portion of the school year contains less student activity on state level than does the later part of the school year. Also, we know that state-administrative duties relating to other aspects of the vocational-education program require much time as the fiscal year ends.

A sense of timing to meet an annual schedule, without creating undue emotional stress, becomes a challenge to state-program administration. One principle to follow is to prepare a calendar which shows involvement of the staff month by month. Another practice of merit is to identify basic jobs which can be performed by the office staff during periods of less activity.

One of the most helpful practices, followed in Michigan to balance work loads throughout the year, is the maintaining of monthly-activity cards. The appropriate month to do various tasks can be decided, and readjusted by experience as a guide to the amount of "lead" time needed to coordinate many activities. This idea can be coupled with the preparation of basic instruction cards on individual activities. Together, these become a reassuring basis for the state leadership. The greatest value of this procedure becomes evident, of course, when secretarial changes occur.

As we consider the fifth and last area selected for this discussion, time becomes a limiting factor. However, recognition must be made of the need in a state administration for a system which will make sufficient information available quickly to make judgment decisions. Records of participation will be recognized to be increasingly important as activities are repeated year after year. We often fail to summarize an activity because of the pressure to move on to the next task. Evaluation and improvement of activities are the judgment decisions which require considerable information.

A more basic item of records in administration of youth-group programs is the accumulated minutes of executive-committee meetings and of the state convention. The policies which govern the state association are to be identified with these minutes to the same degree and manner as the school board minutes govern the school administrator. When the personalities of many capable leaders come together, it is helpful to have a record of decisions.

One further thought may be expressed relating to an attitude to be taken in state administration. We probably could facilitate many tasks by cutting straight to directive decision making. We could possibly make policies and handle finances without the time consuming process of working these details through the state officers in an executive committee. Remembering our public-school responsibilities, however, and placing administration as a servant in a subordinate role in the education of youth, we may see an opportunity of great challenge working with student officers at state level. These young people have been identified as possessing extra potential. We should carefully consider then that the year in which they are state officers can educationally be especially productive for them. This suggests then that we consistently observe the purposes of the youth organization. Instead of administering programs for youth, we can guide programs in such a way as to be of, by, and for youth. The future performance of these young men will justify such efforts.

A useful reminder when discussing procedures to be followed is that there is usually more than one good way to accomplish a task, if the task is worth doing. The suggestions and descriptions given here may hopefully be accepted as one way to approach the problems in administration of programs for youth groups in vocational education.

Afternoon

Chairman: J. D. Harris, Missouri

PREPARING TEACHERS FOR THEIR ROLE AS ADVISERS TO YOUTH ORGANIZATIONS

Joe L. Reed, Head
Department of Industrial Education
University of Tennessee

Since the other vocational services are well represented here by individuals who are expert as advisers of youth organizations, I will confine my remarks to the preparation of teachers as advisers of youth organizations in industrial vocational education.

This is a very timely and complicated problem. VICA or Vocational Industrial Clubs of America is at present the youngest youth club in the vocational family. It was the last to attain national status.

Immaturity and the recent consummation of the unification of various state organizations into a national youth club, VICA, is not, however, the major problem in the preparation of teachers as advisers of youth organizations.

The major problem lies in the very nature of the area of vocational education in which VICA finds itself. For years, many states have had and have operated their own state affiliation of vocational industrial clubs. Through 20 or more years of local and state experience, VICA has grown from the grass roots into a national organization, instead of being conceived at the national level, and developing from the national level down. The major problem lies in the multiplicity of types of programs that are conducted in vocational industrial education.

When Dr. Edgar was appointed Commissioner of Education in Texas several years ago, he made the statement that he could understand vocational agriculture since it was designed primarily to train young and adult farmers who would be engaged in, primarily, farming or ranching. He also stated that he could understand home economics, the primary purpose of which was to train both boys and girls for home and family life. He further stated that he understood distributive education, and its job to train students in the sale of a product or a service. His next statement alluded to the problem to which I refer. He stated that he could not understand all of the ramifications of trade and industrial education, which provided training in a vast constellation of industrial education in a wide variety of ways. As an example, he asked, "How could you have a full-time, part-time teacher?" Actually, you cannot only have a full-time, part-time teacher, you can also have a part-time, full-time teacher in industrial education.

I would agree with the Commissioner that vocational industrial education is complex. The problem of the preparing teachers as sponsors or advisers of youth leadership development organizations is further complicated by the wide range in backgrounds--and preparation of these teachers. This range is from those with a rich background of trade experience and minimal academic preparation to those with advance degrees. Many of these instructors have spent years in business and industry and have become acclimated to adult-mature behavior. These persons find the casual attitude of students in the classroom difficult to tolerate, and the frills of club work untenable.

Regardless of background or preparation, instructors must be genuinely interested in activities that students feel are important (and show this interest)—if they expect students to be interested in the educational activities that they know are important to students.

With this background, let us move on to the specific assignment at hand. In Tennessee, we feel that if youth leadership development activities are to be a part of the students' instructional program, formal organized instruction in carrying out these activities should be a part of teacher preparation and certification requirements. To meet this need we have established the following course for teachers (advisers) in industrial vocational education:

Industrial Education 4370, Problems in the Organization and Operation of VICA

Objectives of the course are:

a. To develop an understanding of the desirable leadership qualities that contribute to the successful development of youth for leadership positions in life.
b. To develop skill in the motivation of students to participate and achieve in curricular and extra-curricular activities that will contribute to their academic, social, civic, and vocational development.
c. To develop an appreciation for the importance of a well-balanced program of development for each student, with activities to compensate for extra time spent in the development of saleable skills.

Plan of Operation

Experienced VICA advisers serve as a team to initiate new advisers into the teacher's chapter of VICA at the beginning of the course. The instructor of the course serves as the adviser —instructor during the course in which the following units are studied:

Course Content

a. A study of various youth leadership organizations as to objectives, plan of operation, activities, and adviser responsibilities (FFA, FHA, DECA, FTA, FBLA, OEA, FNA, Demolay and others)

b. Adviser's responsibilities as to club sponsorship, motivation of student activities, membership, finance, transportation, supervision, liability, records and reports, public relations and teaching

c. A study of the constitution and by-laws, rules and regulations

d. Rituals: (1) opening and closing ceremonies, (2) oath of membership, and (3) creed

e. Parliamentary Procedure: The presiding officer (1) to receive and dispose of a motion of business, (2) to receive and dispose of a motion and its amendment, (3) to direct an appeal from the decision of the chair, (4) to rise to a point of order, (5) to receive a motion to lay it on the table, (6) to receive a motion to refer to a committee, (7) to receive a motion to reconsider, (8) to receive a motion to take the original motion from the table, (9) to receive a motion to suspend the rules, (10) to leave the chairmanship, and return to it, (11) to receive and dispose of a motion, its amendment, and an amendment to the amendment, and (12) to receive a motion to adjourn

f. Meetings: (1) local, (2) regional (3) state, and (4) national

g. Public relations (1) newspaper, (2) radio, (3) television, (4) displays, (5) newsletters, and the like

h. Contests: (1) parliamentary procedure, (2) safety, (3) public speaking, (4) ceremonies, (5) job application, (6) speed skill, (7) exhibit and display, (8) current events, (9) scrapbooks, and (10) sweetheart and queen contest

i. Officer training: (1) president, (2) vice president, (3) secretary, (4) treasurer, (5) parliamentarian and alumni-secretary

j. Committees: (1) credential, (2) chapter activities, (3) constitution, (4) membership, (5) publication (6) audit, (7) resolutions, (8) contests, and (9) election

k. Equipment and paraphernalia: (1) initiation, (2) banners, (3) jackets, (4) and jewelery

l. Administrative structure: (1) state sponsor or adviser, (2) state advisory council, (3) national advisory council, (4) State Department of Education, and (5) U. S. Office of Education

We believe that each vocational youth program in the school should provide for each student some service that is uniquely different from that being provided by other departments. We further believe that the unique service and responsibility of vocational industrial education is the development, in each student, of saleable skills in some industrial pursuit that will enable him to be employed and to earn a good living as is essential for a good life.

In addition to manipulative skills, industrial teachers have the responsibility for helping each student develop social, civic, and leadership competencies. There is reason to believe that these competencies can best be developed through a well-organized program of youth activities. Benjamin Franklin said, "One can no more teach something he doesn't know than he can come back from some place he has not been." Prequisite to a well-organized and operating program of youth leadership development is a well-organized and operating program for training sponsors or advisers.

No instructional program can be any better than the quality of the teacher. No program for youth-leadership development can be any stronger than the sponsor or adviser of the organization that is providing it.

PREPARING TEACHERS FOR THEIR ROLE AS ADVISERS TO YOUTH ORGANIZATIONS

Frank Anthony
Associate Professor of Agricultural Education
Pennsylvania State University

How can we prepare our teachers for their role as advisers to youth organizations? If we are to secure their participation in this activity, they must have a concern for youth organizations. While it is easy to give lip service to youth groups, does everyone (do we) really believe that members of such a group will be leaders of our society within the next few years—or even sooner? Most of us have special-interest groups within our occupational areas, as FFA, DECA, VICA, and FHA. Do these organizations afford the best leadership training and motivation for youth preparing themselves for the world of work?

What type of leadership role should a teacher perform? Should it be of the autocratic[1] type where he makes the decisions like a "one-man show" with full authority? Or "laissez-faire," where the leader lacks confidence or authority and the ability to set goals, so that things simply drift along? Or should he be the democratic type which is a happy medium of the two, with an emphasis for genuine group decision making? Many studies have shown that, as a leader finds himself in complex situations, he must be flexible and perform all three roles in order to resolve problems and promote action. Members and leaders who make up an organization must identify the problems and agree upon a course of action to achieve their common goals. When a teacher takes over a group, must he know how the group was handled by the previous leader? Should he feel that the main purpose of an organization is "getting the job done," or should equal attention be given to improving the relationships among members?[2] Theodore Brameld,[3] in Ethics of Leadership, points out that a great deal of the confusion over leadership is the result of failure to distinguish among the roles of the "encourager" when varied contributions comes from all participants; the "pointer" when the leader suggests that which other members have overlooked; and the "implementer" when action is taken on the decisions of the group. If a leader is not capable of performing any of these roles, he should be flexible enough to call upon other members of the group to perform one or more of them. "Leadership that distributes leadership, is in the context of a democratic ethics, the strongest and most fertile of all."[4]

The National Training Laboratories conducted its fifth leadership Development and Sensitivity Training Program at the Pennsylvania State University. The program was carefully designed to give all participants a first-hand experience in full participation and decision making. Two prospective teachers who attended the three-day program were asked to give their impressions, and one remarked, "You might say that each person is taken apart and then put back together again to make a different person."

Dr. Philip Harris, of the National Training Laboratories, defined leadership as having the following characteristics:

a. Flexibility--A good leader must get the blinders off. He must be aware of different types of leadership.
b. Awareness of forces operating in himself and in other members of the different types of leadership
c. Building up of trust relationships to where one can experience the other persons
d. Planning both short- and long-term goals
e. Involvement of all members in decision making. The participants should have something to say and must be involved. A good leader should be non-directive and assuming.
f. The leader should look for self-identification and realization. He must be tolerant and make allowances.
g. The leader promotes planned change.
h. The leader communicates effectively. He is aware of feedback. It is estimated that we pick up only about 20 percent of response communications. This type of communication can be described as intellectual and feeling, and it is the feeling that is usually not interpreted.

In a recent issue of the New York Times, John W. Gardner,[5] Secretary of Health, Education, and Welfare wrote, "The conditions of life in a modern, complex society are not conducive to the emergence of leaders." In order that potential leaders in education receive the greatest help in acquiring perspective on educational policy-making at the national level, the Ford Foundation initiated an experimental program called the "Washington Internship in Education." In this program, a participant functions as a staff member in one of the agencies that shape national policy. The interns are given various jobs within the environment of the real persons. Such on-the-job training is supplemented by seminars, meetings, and conferences. Why can't we follow the same pattern in our respective occupational groups?

For effective vocational education in agriculture, teachers should be encouraged to participate in the Collegiate Chapter of FFA, which in turn would acquaint them with FFA activities in the high schools. During the student-teaching phase of teacher education in agricultural education, a list of experiences under the heading "Advising an FFA Chapter" suggests the following:

a. Serve as FFA adviser
b. Guide the chapter members in planning the program of activities
c. Guide chapter members in carrying out the program of activities

The student teacher, with the assistance of the cooperating teacher, is asked to rate on a five-point scale the extent to which he has obtained each experience. This helps to insure that the student teacher will get a varied list of experiences during the student-teaching internship.

Our teachers should also have the experience of conducting a leadership-training conference for the state or county FFA officers (You have been given itinerary of the Twenty-second Annual State Officers Leadership Training Conference, conducted for the Pennsylvania Association Future Farmers of America.). This three-day conference includes active participation of the officers in public speaking; public relations; practice in social conduct; FFA ceremonies; and FFA correspondence; and live television interviews. The experiences in the training conference include functions an officer normally performs during his term of office.

In summary, our teachers should be encouraged to participate in a leadership-training program, so that they may become acquainted with the various types of leadership roles. Such a program should emphasize the ability to be flexible in order to adjust to various situations. Finally, the greatest amount of the most effective learning will take place when the training program enlists the active participation of the trainees in role-playing situations which realistically reflect the leadership activities of the groups they will be called upon to advise when they accept their place in the school system. Teachers need to become completely sold on the benefits and values of leadership training in their respective organizations.

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COMMITTEE REPORTS

Committees 1 and 2

Topic: "Developing Relationships with Business, Industry, School Administration, and the Public"

The funds needed to work with vocational youth organizations are always a problem. Several persons gave examples of how funds were received from business and industrial firms for vocational youth work.

It was felt that the first step in developing favorable relationships with various groups was to inform them of programs of vocational education and the work of vocational youth organizations. When this is done, most people give their whole-hearted support to the program. These ideas may help build favorable relationships:

a. An employee-employer dinner is an excellent public-relations project.
b. Keep the local paper and other vocational publications supplied with worthwhile news of the vocational program.
c. Recognize, at public meetings, conferences, and conventions local employers of students and donors of awards.

d. Use local businessmen as judges for contests and other events. Give them honorary memberships and invite them to special functions sponsored by the vocational youth organizations.
e. Have a local advisory committee and recognize their work at banquets, in publications, and on other occasions.
f. Provide the principal and superintendent of the school a copy of the local program of activities.
g. Supply copies of vocational publications to members of the legislature.
h. It is usually better to recognize the individual than to recognize only the firm.
i. Have a recognition luncheon or dinner for persons who have been of special help during the year.
j. Keep school officials up to date with all activities and invite them as guests at special functions.
k. Develop favorable relations with the members of the faculty and other students in the school. Let them know what the vocational youth organization is doing. Involve the faculty and students in activities whenever possible.
l. Have the state staff request the permission of the school officials for teachers (advisers) and students to be away from school and the community to attend and participate in vocational youth activities.
m. Invite school administrators to meetings of the advisory committee, chapter activities, class meetings, and the like.
n. The state vocational staff should participate in school evaluations and other appropriate functions at institutions which have vocational programs.
o. Keep guidance counselors informed of the activities and accomplishments of vocational-youth organizations.
p. Keep the line of communications open among education, business, and labor.
q. Beware of questionable money-making programs. All money-making projects should be ethical and appropriate. They should have the approval of the school officials.
r. Officers of youth organizations should participate in the programs of other organizations when it is appropriate and when they are asked to do so.

Committees 3 and 4

Topic: "Developing Relationships with Business, Industry, School Administrators, and the Public"

Developing relationships with business, industry, school administrators and the public can only be achieved through cooperative planning by all of these groups. Good public relations can only be developed through the "two-way street" concept of interpretation and feedback. The informational needs of the people in business and industry can be identified with administrators of the school and teachers of its programs. These teachers and school administrators should recognize that vocational education is part of the total educational program.

Examples of ways in which community-wide involvement may be obtained are as follows:

a. Establishment of advisory committees for youth organizations.
b. Through the use of resource people in conducting activities of the organization.
c. Through involvement of businessmen, school administrators, parents, students and teachers.
d. Through field trips to industrial and commercial establishments.
e. Through involvement of the students in other community organizations.

We and all American people want vocational education improved. Vocational education can be improved through involvement and long-range programs for the future. We must consider the ways in which the potentialities of the several segments of vocational education interlace and combine their contributions to match the man of tomorrow to the job of tomorrow.

Committees 5 and 6

Topic: "A Plan for Administering Youth Organizations"

The administering of youth organizations is necessary at different levels—national, state, and local. Each is subordinate to the other—the state to the national and the local to the state and national. The structure or the framework of each has similar characteristics. In each case (national, state or local) there must be an adviser responsible for seeing that an effective program of activities is developed and implemented, which adheres to local and state school-board policies and regulations. The program of activities should be planned, executed, and evaluated.

Administering the program involves the following:

a. Giving guidance in leadership
b. Setting up a budget
c. Planning a program of activities
d. Developing materials for distribution
e. Communicating—including publicity (public relations), publications, and other forms for information

f. Evaluation
g. Insuring students in school-sponsored activities
h. Approval by the local school board of charter, constituions, and by-laws which give recognition to the specific youth organizations
i. Obtain initial approval to organize the youth group before submitting to students.
j. Establish administrative policy to encourage youth organizations.
k. Follow suggested procedures of state and national organizations to obtain maximum benefits.
l. Provide in-service workshops on youth programs for teachers.
m. Coordinate efforts of administrators, teachers (advisers) and pupils in understanding vocational youth organizations.
n. Secure administrative understandings, support, and approval of the purposes and activities of organization.
o. Obtain national support and approval of youth organizations.
p. Issue invitations to the proper publics to local, state, and national functions.
q. Utilize advisory committees in:
   --Method of appointment
   --Appointment for a specific period of time
   --To assist with purposes and objectives
   --Help with a plan of action—meetings, etc.
r. Understand administrative problems, and provide for a periodic review of things such as:
   --Mandates which will insure statistical data and proper work
   --Proper methods of communications

Committees 7 and 8

Topic: "Preparing Teachers for Their Role as Advisers to Youth Organizations"

It was agreed that this preparation of teachers to work with vocational youth organizations should definitely take place, and it can take place at different times during a teacher's preparation. There should be a wide spectrum of offerings because of the different teaching situations in the various services. The different individual needs of vocational teachers and the differences in the way they become prepared add to the problem. Most teachers of agriculture and home economics who will be FFA and FHA advisers have been FFA or FHA members. Teachers in trades and industry, distributive, and business and office occupations who will become advisers of VICA, OEA, and DECA most often have not been members of a vocational youth-group organization in high school and have had no experiences in this area.

Our discussions included primarily two areas: (1) When the preparation should take place, and (2) what its preparation should include.

It was felt that the well-prepared adviser will be the key to the fulfillment of the objectives and purposes of the youth group organization.

When should this preparation occur and what should be learned?

a. An undergraduate or graduate course in youth-group organizations and administration should be provided which cuts across all vocational areas. Part of the course should be taught by a social scientist or psychologist to bring the dynamics of these organizations to the forefront.

b. The student teaching experience should develop these competencies:
  - --Subject knowledge in the related vocational field
  - --Leadership fundamentals of the particular age level of students to be taught
  - --Techniques for motivation of youth at that age level—ability to inject change or innovation
  - --Skills necessary to stimulate leadership, control it, but not interfere with it
  - --Skills and knowledge of how to get youth to plan and to accomplish their own realistic program
  - --Ability to communicate with youth
  - --Ability to coordinate and use resource people
  - --Ability to plan and budget realistic programs
  - --Understanding of broad-base group participation
  - --Ability to integrate the vocational youth programs into the total program of the school.

c. A unit in professional courses on vocational youth work should be needed to qualify (a state requirement) as a vocational education teacher. Many teacher-educators do not include such a unit in the program to prepare teachers.

d. A graduate-level workshop on working with vocational youth organizations in the specific service area as in-service training or as a summer workshop should be provided.

e. All new vocational education youth-group advisers should attend and take part in official meetings and conferences of students in their vocational youth group as part of their preparation.

f. Questions raised:
  - --Should vocational educators who serve as advisers be paid extra for this duty? Some, "yes," and some, "no." We believe "no" because the philosophy is that the youth group is an integral part of the vocational-education program.

--Should the vocational teacher be required to be the youth group adviser? Some say "yes" and some "no."

g. Some concern was expressed regarding the unawareness of the vocational-education program and the purposes of the vocational youth organizations on the part of the school administration. How should school administrators be made aware of vocational education and the purposes and accomplishments of vocational youth organizations?

Committees 9 and 10

Topic: "Preparing Teachers for Their Role as Advisers to Youth Organizations"

a. Offer a course on the organization and administration of vocational youth groups, if it can be added to the undergraduate program.
b. Insert units on youth organizations in present methods courses. The student-teaching program should include a carefully selected list of experiences in handling the youth program. The group endorsed the general kind of activities included in the list provided by Dr. Anthony with variations according to the particular vocational service.
c. A unit should be included in the methods courses relating to the history, purpose, and function of youth groups in vocational education. To implement this (1) the state staff should meet with teacher-education staff to identify emphases that should be given in pre-service courses, and (2) the state staff should be used for resource assistance for such units in courses.
d. Enable student teachers to attend state and national leadership conferences and state and area leadership-training sessions which are conducted for vocational students.
e. Have state staffs encourage local districts to include the chapter-adviser function in job descriptions in local school contracts.
f. Provide graduate courses (including extnesion) on advising vocational youth organizations.
g. Encourage state conferences similar to this national seminar.
h. Involve teacher-educators in leadership conferences.
i. Encourage local chapters to assist prospective chapters in organizing new vocational youth organizations.
j. Have state officers speak to prospective chapters.
k. Encourage present youth-group members to enter vocational teaching. Hold breakfast at state leadership conference for the outstanding potential candidates from each chapter and hold college orientation at the teacher-education institutions for potential vocational teachers.

1. Get non-believing vocational teachers involved at the youth functions such as leadership conferences. Differences between non-vocational youth groups and vocational youth groups need to be clarified.

Friday, June 16

Chairman: S. M. Smith

THE PLACE OF RESEARCH IN YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION

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"The Future Farmers of America is a million-dollar idea." These were the words of the editor of the "Agricultural Leaders Digest" as I sat with him at the annual banquet in Kansas City, in 1934, as he spoke of the then only six-year-old national organization of FFA. Mr. Estes Taylor was a distinguished, articulate American, dedicated to the agricultural industry and to the encouragement of young people to become dynamic, responsible citizens. His statement was prophetic; I shall always remember it.

Today we may generalize this way, "The Future ____________ of America is a billion-dollar idea,"—and fill in the blank successively with Homemakers, Teachers, Nurses, Doctors, Business Leaders, or many of other occupational designations. The leadership concept is as fitting for all other youth organizations that are rapidly becoming nationally known and highly respected, with names somewhat differently worded. Mr. Taylor suggested several important directions that the activities of the young, farm-boy organization should take and outlined specific outcomes that have since become the criteria by which the FFA is evaluated today in communities across the nation. It is in this context that vocational educators should approach the evaluation of youth organizations, and establish a systematic program of research.

Let us make preliminary observations from just one more point of view. All of the Presidents of the United States and the Congress in the past half century have given the strongest possible support to the Boy Scouts of America, the Girl Scouts of America, and the several occupationally-oriented youth organizations. Governors of the states issue annual proclamations and take valuable time to receive delegations of officers. It was thrilling to attend a meeting of the Philadelphia Society for Promoting Agriculture, which numbered Washington and Franklin as charter members, and to hear business leaders vie with each other in recounting their knowledge of achievements of members of FFA, DECA, FHA, and in predicting future success of young leaders in other groups that exist for purposes of encouraging self expression and progress toward mature citizenship. But there is something lacking, not nearly as many boys and girls belong to one of these organizations as could profit from active participation, and some who join do not find inspiration in the program of the local chapter or unit.

The Relevance of Objectives

A major research effort is needed to clarify basic common purposes that youth organizations are uniquely suited to promote. Have you noticed that the four purposes of education as outlined by the Educational Policies Commission may be found in the charters and contitutions of each youth organization? They are (1) self-realization, (2) human relationships, (3) economic efficiency, and (4) civic responsibility. For adults who must make decisions to support the professional education of teacher-advisers and to finance school time devoted to youth leadership programs, the objectives must be understandable. To the young people who are members, the objectives must be understandable and stated in language that is meaningful, compelling, and personal. They must engender a spirit of service to others, even while that very service is the vehicle for self fulfillment.

It is with real foresight and penetrating perception that "programs of work" are constructed under the headings of (1) goals, (2) ways and means, and (3) accomplishments. The essential psychological sequence is from purposing, to planning and execution, through evaluation. It is the flow chart of an educational experience. Each time the cycle is completed, a new and changed individual is ready to tackle the next worthy objective. In the language of industry today, this is a systems approach; to appraise outcomes is system analysis. Much of what is done in research is the identification and classification of system elements or components.

A Search of the Literature

Nearly two hundred studies of various aspects of the Future Farmers of America, mostly masters' theses, have been reported in Summaries of Studies in Agricultural Education. The doctoral research of Bail (1) and of Kantner (2) represents a comprehensive design productive of classifications useful in decision making. Both studies employed role analysis. The findings differentiated values of different groups of persons and revealed activity components of high and low rating in terms of usefulness in leadership development.

The largest number of studies on one topic has been in the area of follow-up of high school students who earned the State Farmer Degree in the FFA. It is fine to describe the adult achievements of the top two percent of the membership of local chapters. At the same time, the performance of the majority of members has been left unrecorded. Further, the studies have overlooked nonmembers and dropouts.

Contests and awards are important in youth organizations. They may provide extrinsic, rather than intrinsic, motivations but nevertheless are appropriate to adolescents. Hemp (3), in a staff study in Illinois, set a standard for appraisal of contests and awards in FFA. The highly regarded contests of the Distributive Education Clubs of America, the Future Homemakers of America and other vocational youth organizations probably will be subject to appraisal in the near future. Knowledge of the special strengths of each program can materially aid in modification of activities in other vocational-technical fields. For example, the guidelines for judging cooperative and competitive activities (4) of FHA are equally applicable in other fields.

The assignment to prepare this paper gave me reason to search the entries in the issues to date of the ERIC publication, Research in Education. Requests were made of the Ohio State Center for Vocational and Technical Education and of the University of Wisconsin Center for Studies in Vocational and Technical Education. The number of items available for retrieval by machine search from each source was not large. The specialists were very willing to respond promptly. The obvious conclusion is that as leaders in research and development in the universities and state departments, we have not submitted substantial numbers of research reports to be abstracted and catalogued; at least not studies of youth organizations.

Theoretical Constructs

Ideals to be cherished, values to be chosen, and attitudes to be acquired form a primary basis for research and evaluation of leadership training and personal development through membership and participation in youth organizations.

Hamlin (5) long has urged that educators take lay citizens into working partnership in evaluation. It is necessary to define the area of policy, organization and administration, programs and procedures, and clientele served.

In a memorandum prompted by the Kentucky seminar, Tenney (6) emphasized the functions to be performed and the differences in age, ability, and occupational groups. He selected leadership training and personal development as the main functions; suggested that ages be extended in both directions, urged that disadvantaged learners be given appropriate consideration, and called attention to diversity in the amount of experiences of club or chapter advisers in the several fields of vocational and technical education.

Instructional Materials and Procedures

Youth organizations operate with a considerable reliance upon competence in using formal-meeting procedures. Parliamentary skills are valuable to deliberative bodies and when learned by boys and girls contribute to growth in inter-personal relationships, cooperation and citizenship. Oral expression is a requisite of leaders, the means to persuasion. Research that contributes to effectiveness of both teachers and students in producing and utilizing the subject matter of group processes is much needed.

The Studies in Marketing (7) competition sponsored by the DECA organization deserves commendation. Analytical studies of the multiple outcomes of encouragement of high-school seniors to conduct planned investigation can be valuable to teachers, students and employers. Teachers can do research, so can students, and in the process achieve a high level of independence and responsibility. By engaging in research, by asking good questions and properly reporting findings, students achieve priceless rewards in powers of discrimination—a hallmark of emerging maturity.

Cooperation Among Youth Organizations

There are so many commonalities in objectives, programs, materials, and career patterns among the fields of vocational and technical education that leaders in research may well consider a unified effort to create serviceable evaluation procedures. Sociometric techniques, factor analysis, the Q-sort, discriminant analysis, the semantic differential, canonical analysis, the critical-incident technique, analysis of covariance, and other multivariate procedures can be employed with ever-increasing effectiveness and precision. Observation, longitudinal studies, cross-cultural investigation, and wider dissemination of results make investments in research profitable. Mason and Haines (8) contributed a chapter devoted to relating cooperative work experience to youth organizations and made a strong case for the applicability of both to education for American youth.

The leaders of the Kentucky seminar on youth organizations in vocational and technical education are to be complimented on inviting all of you to be here this week. I am tremendously challenged by the opportunities that lie ahead. The AVA seminars on research in the past four years brought together leaders in all fields and stimulated a significant increase in quality and scope of studies initiated in many states. Youth organizations will contribute much more to the lives of countless future citizens as a result of your creative efforts at this seminar.

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EVALUATION OF YOUTH ORGANIZATIONS

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Mr. Chairman, distinguished guests, fellow workshop participants. It is a distinct privilege for me to have this opportunity to share some ideas with you on the very important topic of—Evaluation! I want to make it clear at the outset that I am not an expert on evaluation. I accepted this assignment because of my interest in evaluation, and its importance in program development. You will be hearing some ideas as I, a general practitioner in Agricultural Education, see them, as well as the ideas and methods of representatives of each of the other services. We hope this thirty-minute period will be meaningful to you.

It would seem at this time that special appreciation should go to Dr. Binkley, Dr. Luster, and others who developed the seminar program for their perception in seeing the need for including this vital topic in the agenda.

In gathering my thoughts in the preparation for this discussion, I talked with a number of my fellow workers in Ohio about what their organization does in the way of evaluation. You will be interested to hear some of the dialogue. It went something like this:

Question:	"I'm giving a report to a seminar for professional youth leaders in the near future on "Evaluation of Youth Organizations." What do you do in the way of evaluating your organization?"
Answers:	---"I can answer that quickly—nothing!" ---"Oh, not too much; we're not too organized!" ---"Well, we do some, but not as much as we should." ---"We do a little bit here, a little bit there, but nothing too complete."

Right now, I'm betting that most of you in this seminar would answer that question in a similar way. We all do some evaluation, but is it good enough? If this seminar stimulates an interest in and procedure for more and better evaluation, our time and energy have indeed been well spent! Again, Dr. Luster, thanks for placing this topic on the program!

We know, of course, that our minds aren't always in "intellectual gear," but when they are, and when we take a broad view of our programs in DECA, VICA, FHA, FBLA and FFA we often ask (or at least I think we ask), "How are we doing?" We all know about the business line graph and time-worn comments about its trending up, level, or down. It may be time worn, but it is still good! Let's each of us, in our own minds right now, determine whether our organization's line is going up, holding level, or going down. Decided? How many down? How many level?

We have just gone through a mini-evaluation process. This is a process that actually is going on constantly, by many people, as they observe our youth programs. This is of course, informal evaluation, but often it is surprisingly accurate!

I am reminded of a personal experience that points up the importance of informal evaluation. Our particular staff eats lunch in a restaurant in the Huntington National Bank Building in Columbus. We have become acquainted with one of the waitresses who happens to be the wife of a young farmer in a nearby rural community. One day she said, "Can't you men do something about our horticulture department at our high school? It's really going downhill since we lost Mr. Brum." We talked with her about the situation and found that the community was really quite concerned about the quality of this particular program, to an extent that it may be dropped from the school curriculum. Here's the point, evaluation is going on constantly, isn't it? And by many persons! Often without sufficient facts, too! But this type of evaluation is pretty important, isn't it? I submit this fact to you—we'd better evaluate ourselves and know how we are doing, because others are doing it constantly! Let's keep ahead of the flock, not behind. Remember we're the leaders!

Formal evaluation, the type we are concerned with here this morning, has, as one of its basic purposes, essentially the same purpose as the informal evaluation we have just discussed—determining the effectiveness of that which is being evaluated. This, then, is why all of us are interested in evaluation, isn't it? We need to know "how we are doing." Vocational education is on the move. Our youth organizations must be a vital part of this movement. Continuous evaluation can keep us informed of our status, and help us determine future action.

Because of the often misuse of the word "evaluation," perhaps it would be best to start with a common understanding of what we are talking about. Evaluation appears to be a "catch-all" word, much the same as "leadership" often is. Is evaluation about the same as research? It it measurement? It it appraisal? No, although these activities are "kissin' cousins," they are not synonymous. Evaluation does touch each, however, in its normal usage.

Evaluation, broadly defined, is a process of estimating growth and progress toward certain goals or desirable values. Through valid collection and interpretation of reliable indices, an inclusive portrait of a given situation may be achieved. The goal should, of course, be improvement of that which is being evaluated. In other words, evaluation is a way of "tellin' us how we're doin'."

The term evaluation is often used correctly in a very broad sense. It may be used in reference to the appraisal of public growth, the effectiveness of a teaching staff, the merits of a given curriculum or the appriaisal of youth organizations. However, in all types of evaluation, or with all kinds of items being evaluated, there are certain similarities.

a. There is a commonality of purpose. Whatever the type of evaluation, the purpose is always the same—appraisal of present status and improvement of the effectiveness of the person, place or thing.
b. The procedures are about the same. Although some variation is expected, generally the framework is similar in the evaluation of a program or a process.
c. Many basic principles apply to all types of evaluation.
   --Purposes of the program should be the basis of the evaluation.
   --Improvement is the desired outcome.
   --All evaluation should consider natural differences in that which is being evaluated.
   --Cooperative appraisal is used in nearly all evaluation.
d. Sound appraisal instruments and/or techniques should be used. Some commonly used ones are: (1) rating scales, (2) surveys, (3) questionnaires, (4) personal interviews, (5) prepared tests, and (6) sociometric devices. All instruments used must, of course, be: (1) valid, (2) reliable, (3) easily administered and (4) easily interpreted.
e. The data must be soundly interpreted. The interpretation of data is the basis for action, thus when unreliable treatment and interpretation are used, the implications for correct action are affected.
f. Effective follow-up is made. It would, of course, do little good to complete the evaluation process without implementing the change.

g. Procedures used in evaluation. Nearly every kind of evaluation follows the same basic pattern. Here is one such pattern:
- --Determing the objectives
- --Developing these objectives into activities
- --Determining how these activities may best be appraised
- --Choosing or formulating instruments for collecting data (and gathering data)
- --Appraising and interpreting the results
- --Planning next steps

It is important, in fact quite necessary, to keep in mind the fact that although evaluation usually follows a generally normal pattern, provisions must be made for flexibility and adaptation to the specific situation under consideration.

Dr. Joseph Nerden, Professor of Trade and Industrial Education, North Carolina State University, at the recent leadership-training seminar at the University of Maryland stressed another basic tenant of effective evaluation—the value of many people becoming involved in the evaluation process—including those directly affected. He recalled a statement made by one member of a group he addressed, "I ain't goin to be measured by no yardstick unless I have a chance to help make it." This is certainly a point worth remembering.

Now let's come back to earth, to actual practice. How do our own evaluation procedures stack up now? Worse than ever? Well, maybe not. Let's look. (Flannelgraph materials on evaluation procedures were presented which included the following points.) a. Determining objectives. We do this pretty well, don't we? We all have written purposes. b. Now we transform our purposes into programs of activities, right? c. Have we determined how these activities may be appraised? d. What instruments do we have for collecting data? e. How do we use this for further planning?

Let's go now to each of our services for some ideas on "how we do it." Perhaps we can learn some new procedures and end with ideas for a uniform, total-appraisal form. We must hold the time allotment to three minutes for each service (DECA, VICA, Business and Office, FHA, and FFA).

These, in capsule form, are some of the evaluation procedures in use by the vocational services, throughout the country. We've heard some excellent procedures. There are more of course that are also effective.

In summary, I submit to you that I believe our evaluation efforts are weak! We need more effective evaluation and then we need to improve our organizations based on the findings.

Mr. Chairman, I would like to encourage the appointment of a committee to work with the national staff in vocational education to pull together the best possible ideas for evaluating each of our vocational youth organizations. This completes this presentation. Thanks kindly for your courteous attention.

Report by One of Members of the Panel on Evaluation
(only one report was submitted)

Agnes Foster
Supervisor of Home Economics
Kentucky

I would like to share with you two pieces of material that we feel have been helpful evaluation devices for the FHA in Kentucky. We also feel that these may be adapted and used by other youth organizations in the various states.

First, is the "Revised Honor-roll Plan." This was developed by FHA members, and they like it. A thermometer is used, and the temperature moves up as chapter activities are carried out. Activities are based on the purposes of the organization and good-operating procedures for a chapter. Chapters use this honor-roll plan as a guide when planning the program of work for the year. It is used as a progress chart during the year to record activities as they are carried out. At the end of the year, when sending in the annual report to the state office, the chapter checks itself by total points for the activities which have been carried out. The State Honor-roll Committee checks annual reports, and records the temperature of each chapter. All chapters who reach a temperature of 255 or more degrees, are recognized at the State FHA Meeting and presented an honor-roll certificate. At the State Meeting this year, 82 of 259 chapters were recognized as honor-roll chapters.

The second sheet which you have "Taking a Look at a Chapter" was designed to help a chapter evaluate itself on "How It Rates in the Big Ten." In using this device a chapter will answer the ten questions by considering what each question really means, what activities and ways of working would be involved to answer yes, and then deciding what improvements they need to make. Many chapters have used this device to improve their program of activities.

During this week here, much emphasis has been placed on the importance of the adviser. An FHA adviser's check sheet may be found in the display of the materials in the Recreation Hall (a copy for each of you). This check sheet is used with our advisers to help them see their roles, and to understand how to be successful FHA advisers.

A new publication from the National FHA headquarters, An Adviser's Guide to Help Future Homemakers of American Evaluate Their Own Growth, should be a helpful evaluation device.

We also feel that our "degree program" is an effective evaluation device. Whether working at the level of the Junior, Chapter, or State Homemaker Degree, a girl (each member) must set goals and evaluate her own growth in light of these goals. We find that chapters that have a strong "degree program" are also strong chapters.

At the State Leadership Conference, district and state officers set up goals for the State FHA Association for the year. At the State Meeting the following year, the officers' reports are given as an evaluation of what has been done to reach these goals.

REPORTS OF COMMITTEE MEETINGS BY VOCATIONAL SERVICES

Agriculture

Reporter: Elmer Lightfoot

What have we learned from other vocational services:

a. We are one family in vocational education and we need to work together closely.
b. We all have common problems and concerns, which have been shared this week.
c. We have identified areas in which we can work together.
d. We have learned new techniques of doing things.
e. Advantages can be had by having more state meetings involving all vocational services. The state staff, teachers, and student leaders who are involved with vocational youth organizations in all services need to meet and discuss topics which will enable them to do a more effective job.

Where do we go from here?

a. We should develop more cooperative activities with youth organizations in other vocational services.
b. We should look critically at contests and awrads. They should be used to make youth activities contribute more effectively to improving instruction.

c. We should make more effective exchange materials developed for youth organizations by other vocational services.
d. We need to improve communications among the leaders of vocational youth organizations from all vocational services on the local, state, and national basis
e. We need to evaluate more effectively what we are doing.
f. We need to broaden the FFA to fit new agricultural programs of instruction.
g. We need to give greater emphasis during the pre-service program to prepare teachers to advise youth organizations. Using vocational youth organizations to contribute to effective teaching needs more emphasis.
h. We need to provide more in-service help to teachers on making more effective use of vocational youth organizations.
i. We need to encourage the establishment of more active collegiate FFA chapters.

Business and Office

Reporter: Elizabeth Tatum Crouch

We have learned:
a. Of the criteria used by other vocational services to establish and evaluate their youth groups.
b. The youth organizational activities are an integral part of the total curriculum and that we should pursue this with renewed vigor.
c. How other groups function and develop programs of activities. We have learned methods of financing these programs.
d. To provide student-oriented activities.
e. More about the evaluation of youth programs.

Where we go from here:
a. Have future seminars for leaders of youth organizations where there will be across-the-board meetings. However, provide time for individual vocational services to meet.
b. Redefine the goals of the various vocational youth organizations.
c. Better identify what areas of business education are vocational and those that are not vocational.
d. Develop with more impetus post-secondary youth organizations, as needed.
e. Keep in mind that if one vocational youth group is affected negatively as to reputation, all vocational youth groups, in effect suffer.

Distributive Education

Reporter: Ron Strand
Secretary: Wayne Harrison

What have we learned this week from other vocational services:

a. It may be more equitable, provide a more balanced program, and increase motivation to have awards for a number of chapters that achieve a certain standard. This could be a gold-chip award or the god-diamond award, such as the FHA honor-roll plan or the FFA gold, silver and bronze chapters. This would replace the DECA chapter-of-the-year competitive event.

b. We in DECA have not "marketed" DE and DECA to the other vocational services. (Many participants in the seminar thought we were a new youth organization.)
c. We need coordination between DECA activities and the total distributive-education program. This could possibly best be done by regional offices of the U. S. Office of Education.
d. We need guidelines and handbooks for DECA activities which are developed on the national level. These would be similar to the FHA program of activities.

Recommendations for DECA student leadership conference:

a. Suggested contests
    --Decision-making (using case problems such as: customer relations)
    --Marketing terminology
    --Radio-script writing
    --Radio-script presentation
    --Merchandise mathematics
    --Making effective presentations
    --Team contest on parliamentary procedure
    --Post-secondary contest (public speaking)
    --Team contests in sales demonstration
    --Window display
b. As businesses are using the team approach to merchandising and management, we should have team contests.
c. Assist officers in understanding DECA, and objectives in distributive education.
d. Discuss money raising, and its coordination with instruction.
e. Emphasize public relations.
f. Discuss planning for the year (setting goals).
g. Provide suitable recreation.
h. Discuss and provide helps in working with small committees.
i. Discuss how to work with large groups, emphasizing parliamentary procedure.

j. Plan a calendar of activities for each local organization of DECA and send it to the state association.

Other leadership activities:
a. Officer training. (Have a general meeting on DECA then break down into workshops for specific officers.)
b. Conduct workshops; recruit future teachers-coordinators—especially at the post-secondary level.
c. Use students' help on the "dawn patrol" (the night duties of the courtesy corps).
d. Conduct a workshop on "How to Use Committees Effectively."

Other suggestions:

a. The point format for chapter-of-the-year is bad and needs to be improved.
b. Points for chapter-of-the-year should not carry over from year to year.
c. We should make a study of winning DECA contestants to determine their success in marketing and distribution after graduation and, if possible, the relationship of the contest to this success.
d. Eliminate abuses caused by certain contests because of an overemphasis on the contest at the expense of other competencies.
e. Concern was expressed by some conferees that a local teacher-coordinator has little or no other means to gain recognition for an outstanding program other than through DECA activities. Therefore, it was suggested by the group that program evaluation be emphasized to fill this need. Samples of program evaluation are available from several states (North Carolina, Florida, Mississippi, etc.).

Possible ways to develop civic consciousness:
a. Join DECA.
b. Help Jaycees or other civic groups with community projects.
c. Join with other agencies in community services.
d. Use teacher education to help future coordinators learn (and teach for) civic consciousness.
e. A state contest on civic consciousness is a possibility. It should (1) extend over most of the year, (2) involve most chapter members, and (3) contribute to the community.

Home Economics

Reporter: Shirley Gardner

What we have learned from other vocational services:

a. We were stimulated to take a look at our program to see that the role of the FHA is clearly defined.

b. A more cooperative attitude toward all services' understanding and realizing that each is unique in its organization, purposes, and goals.

c. There is a variety of ways to involve all youth in the organization.

d. Various leadership training programs and techniques for youth organizations are supported by vocational services.

e. Much information was presented on other vocational services to help us understand how, and why, they differ.

f. New ideas were gained with informal contacts and discussion groups.

g. Ideas and materials shared by the organizations were most helpful. We appreciated copies that were brought to the conference to be distributed.

Where do we go from here?

a. We gained a better understanding and appreciation of our organization.

b. We were able to see a beginning point for vocational youth organizations.

c. We need to involve, inform, and educate the following: (1) teacher educators, (2) other teachers, (3) students, (4) administrators, and (5) guidance counselors.

d. We need to take a look at communication. Are the lines of communication as effective as they could be between local advisers, state advisers, and the national headquarters?

e. Time is a big problem. Perhaps we need to take a new look at what we need to accomplish and how we can more efficiently accomplish it in terms of the time available.

f. We should investigate post high schools to determine if there is a need for a youth organization in them at this time.

g. We need to establish and strengthen advisory committees.

h. We need to investigate the possibility of a leadership workshop involving all the youth leaders of vocational organizations to participate.

Recommendations for another national seminar:

a. The following items need to be discussed in more detail:
   --Evaluation
   --Specific needs of youth

--Disadvantaged youth
--Factors involving employability of youth

b. We need to invite youth to represent the youth organizations in vocational education to the meeting.
c. The planning committee for the seminar should be broadened.

Trades and Industry

Reporter: Clyde Knight

What have we learned from other services:

a. Regional and district advisers for vocational youth organizations can be elected from local advisers (teachers).
b. Preparation to work with VICA should be an integral part of teacher education programs.
c. VICA should be an integral part of the instructional program in vocational education in each school.
d. Because of the diversity of instructional programs in trade and industrial education and because of the variations in students (age, interests, sex), VICA must be even more flexible than youth organizations in the other vocational services.
e. We need seminars or workshops to provide special training in the effective use of VICA for teacher educators and state advisers.

Where do we go from here?

a. We need to make vocational youth organizations effective in meeting the needs of all groups of youth—those with different interests, those with socio-economic or other special handicaps, etc.
b. We must work to make VICA flexible, to meet the needs of all youth. (See item d, above.)
c. A committee with equal representation from all vocational services should be formed to develop over-all guidelines for all vocational youth organizations. The work of these groups needs to be more closely coordinated at all levels.

May we in trade and industrial education say thanks to all of you for your helpful suggestions this week.

SUMMARY OF THE SEMINAR FOR PROFESSIONAL LEADERS OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION

Mary Bell Vaughan
Assistant State Director of Home Economics Education
Frankfort, Kentucky

I know that your thoughts are turned toward traveling—traveling home. As I thought of my assignment, I decided it was a good thing your mind was on travel because not only will you travel home, but when you get there, you will start again on your travels—toward making vocational education youth organizations contribute to effective teaching.

Each one here has a responsibility for traveling this highway and for helping others in his state to travel it also. This youth-organization highway is a well-traveled road by both youth and adults. Traveling it in 1967, are over 1,200,000 youth and many advisers at local, state, and national levels, as well as teacher educators and supervisors. Often others are invited to travel it with us, including families, organizations, businesses, and public officials at all levels.

This is a five-lane, legally-recognized, U. S. highway, with each service of vocational education holding the title to one lane. As with other super highways, traffic is becoming more congested. We were told that the population of those between 14 and 25 years of age is increasing by 700,000 annually, and by 1970 the population of those under 25 years of age will be 100,000,000.

You are well informed about the construction of this highway. The road bed for every lane is a curriculum of a vocational-education program. It is a hard-surfaced road, which is appropirate, because traveling it is no easy task for youth or adults.

It has been resurfaced this week so as to facilitate the travel of professional leaders of vocational youth organizations. It has been resurfaced with:

--Clarity of purpose
--Depth thinking
--Identified commonalities
--A commitment for youth organizations to serve effectively as a part of vocational-education programs.

Another interesting feature of this youth-organization highway is that each of the five lanes has some common elements; they are alike in some ways.

a. All are an integral part of a vocational instruction program.
b. All include educational or learning experiences.
c. All have leadership as an important objective.
d. All are concerned with developing good citizenship.
e. All include recreation as a vital part.
f. All work for development of cooperation and teamwork.

While there are many common elements, each lane is different; as each service of vocational education is different. Part of the way, all five lanes are parallel and the groups can travel together, coordinating their travel. But part of the way, all five lanes go their separate directions, as each organization has unique features based upon overall program goals for its vocational-education service. Each organization, then, must maintain its separate lane even though there are some commonalities.

As professional leaders, or chief engineers, of this five-lane, youth organization highway, it is important that we pay attention to the signs along the way. I have gained some clues during this week as to the meaning of these signs—you have probably heard others. I want to call your attention before you leave, to the ones that seem important to me.

The first sign is Stop. Stop and make sure that:

a. Youth organizations have a place in the curriculum.
b. Youth organizations meet the needs of potential members.
c. Youth organizations are not exploited.
d. Youth organizations do not become too commercialized.
e. Youth organizations are teaching devices (to improve instruction).
f. Youth organizations are expanded to include more youth, especially youth with special needs. (More programs are needed for disadvantaged youth without giving the image that the program is only for the disadvantaged.) Some of the organizations need to be expanded to the post secondary group, including (1) individuals who seek no further education beyond high school, and (2) individuals who are enrolled in vocational-education courses.

Stop and make sure that the activities will be educational so that, in the words of one speaker, "Students will not be all dressed up, but have nowhere to go vocationally."

The second sign is Look Both Ways. To travel this youth-organization highway without looking both ways is foolish. We must look back to see how far we have come in terms of our purposes and ahead to determine where we need to go and the changes we need to make in our travel.

It has been said here, "We're not old until we start looking back." But that will depend upon our purpose in looking back. If our purpose is to evaluate progress, successes, and difficulties encountered and to plan our future travel in light of this evaluation, we can challenge that statement. We have been encouraged to Look Both Ways in planning programs of activities, in taking care of finances, and in evaluating youth organizations.

The flow chart presented this morning calls for looking both ways. It was also suggested that educators take lay citizens into a working partnership in evaluation. When looking both ways for research and evaluation, remember, "The ideals to be cherished, values to be chosen, and attitudes to be acquired form a primary basis." Evaluation is going on with or without us, so we had better Look Both Ways and evaluate all phases of our youth organizations.

The third sign is Obey Traffic Signals. We must know when to go with the green light, be cautious with the yellow, and stop on red.

a. When guidelines for the protection of youth organizations are being violated, we must follow the red signal.
b. When democratic practices are being observed by officers, committees, and members, we follow the green light.
c. As long as local school policies are being followed, the green traffic signal waves us ahead.
d. Our yellow light of caution glows when students need motivation and when they want to talk to us. This yellow light tells us to listen to them, to talk with them individually, to give them assurance and encouragement when needed.

Obeying the traffic signals is as important to the leaders, just as they are to members.

The fourth highway sign is Do Not Pass. Do not pass the opportunity.

a. To give guidance to the development of a workable program of work that will contribute to the needs of students and the goals of your vocational program. A program of work is as essential as a road map.
b. To involve students in the planning, executing, and evaluating the program of activities.
c. To praise students for a good job, and reward them, when advisable, in an appropriate way for their specific contribution to the organization.
d. To help students set goals for their own growth, to tell them where they want to go. Some are traveling without knowing where they are going, and these are a menace to other travelers. Some, both leaders and members, could be termed "hitchhikers" because they are traveling just anywhere they see others going. They have passed the opportunity to establish goals and activities that would be of real value to them.

The fifth sign, signifying a railroad crossing, has 2 R's for Remember Relations. Developing good relations is a big need. Good relations must be built:

a. With students. We can build these relations by helping them develop a feeling of belonging, interest, and pride in being a member. We can give them the opportunity to plan and carry out responsibilities. Total involvement is a strong force in motivating them. Building good relations with the rest of the student body is important.
b. With school personnel. Informing the school administrators and others concerned about the program of activities will make for good relations. Doing some cooperative projects with other organizations (vocational and non-vocational) will also foster good relations as long as we do not expect to "co" while others "operate." We must also take time to learn about other programs in the school.
c. With the Public. The public includes business and industry, government officials, parents, and the community. We can improve public relations and our public image by first doing a good job, then by interpreting the program to the public.

Using an advisory committee can help build good relations. Quality programs portray a good image. Our Remember Relations sign is also important to safe travel on this youth-organization highway.

The sixth, and last sign, is Fasten Your Seat Belt. National, state, and local advisers must have secure seat belts and keep them fastened at all times to remain steady, calm, consistent, interested, enthusiastic, optimistic, and informed at all times, no matter what the weather. Through fair weather or foul, the primary responsibility for the travel of the youth organization rests with the advisers—local, state, and national. The adviser is the key to a good organization. He or she can guide the travel down the highway or run it off the road altogether.

So, advisers keep your seat belts fastened at all times so that you will not be "thrown" by emergencies and so that you can give sound guidance and counsel at all times.

Like any other highway, this one, too, occasionally has roadblocks.

a. Time is one of the biggest—time the advisers need to follow all of these signs.
b. Untrained teachers is another. So much to learn in the preservice programs often limits the training for youth organizations. Inservice education must also be provided.
c. Lack of interest and enthusiasm by the teacher can be a roadblock that is hard to get through.

But many ideas have been pointed up for removing these roadblocks.

If the professional leaders of youth organizations in vocational education will study this five-lane highway, remove the roadblocks, and follow the signs, I am sure we can reach our destination with youth organizations that will:

a. Supplement class instruction
b. Motivate students
c. Involve all members
d. Develop leadership
e. Broaden interests
f. Help youth set standards of behavior
g. Improve social behavior
h. Help youth assume their role as citizens
i. Help youth practice principles of democracy

Youth organizations of this type will truly contribute to effective teaching in vocational education. It is not easy, and travel may be slow. The country parson says, "I can't think of a big, important thing in the world that wasn't done a little bit at a time." Our working together this week is a good start in making all vocational youth organizations more effective.

"Coming together is beginning,
Thinking together is unity,
Planning together is progress,
Working together is success."

As the various services in vocational education work together to strengthen all vocational youth organizations, we will make progress. Let's be on the way.

COMMITTEE ORGANIZATION

Committee 1

1. Charles D. Bates, Trades and Industry, North Carolina
2. Garry R. Bice, Agriculture, Vermont
3. Jewell Carmichael, Distributive, South Carolina
4. Everett W. Fuller, Business and Office, Texas
5. Mrs. Jeanne A. Oliver, Business and Office, Kansas
6. Mrs. Genevieve Pieretti, Home Economics, Nevada
7. Joe Richardson, Agriculture, New Mexico
8. Miss Lois B. Rupert, Home Economics, Pennsylvania
9. Neal Warrington, Agriculture, Delaware
10. B. J. York, Agriculture, Alabama
11. Robert Madson, Business and Office, Minnesota
12. Leland Beckstrom, Agriculture, Utah

Committee 2

1. Mrs. Mildred Doss, Home Economics, Wisconsin
2. Robert D. Joy, Distributive, New Jersey
3. Miss Dorothy Kingsbury, Home Economics, New Hampshire
4. Clyde Knight, Trades and Industry, Oklahoma
5. Carlos H. Moore, Agriculture, Arizona
6. John W. Myers, Agriculture, Virginia
7. Miss Lynne Rhudy, Distributive, Alabama
8. S. M. Smith, Agriculture, New York
9. Charles Waters, Trades and Industry, North Carolina
10. Earl Wineinger, Agriculture, Kansas
11. Mrs. Nannie Lou Wulff, Home Economics, Arkansas
12. Henry Polis, Agriculture, Washington
13. Harold Heldrith, National Safety Council, Chicago

Committee 3

1. Miss Elizabeth A. Brown, Home Economics, New York
2. Kenneth E. Clark, Agriculture, Maine
3. Miss Evelyn Cotney, Home Economics, Alabama
4. Raymon Cunningham, Agriculture, West Virginia
5. John Goodrich, Distributive Education, New Hampshire
6. Stanley Lancaster, Agriculture, Colorado
7. C. L. Keels, Agriculture, North Carolina
8. Mrs. Rosemary Shanus, Business and Office, Minnesota
9. Stanley Turner, Trades and Industry, Virginia
10. Lyle Wandrei, Trades and Industry, Wisconsin
11. Delmar Johnson, Agriculture, Indiana

Committee 4

1. Mrs. Janet Barber, Home Economics, Georgia
2. Ernest L. DeAlton, Agriculture, North Dakota
3. Miss Martha Frizzell, Home Economics, Oklahoma
4. J. C. Holland, Agriculture, Mississippi
5. James Houstman, Business and Office, New Mexico
6. Charles Hulse, Business and Office, Arizona
7. Don Jobes, Agriculture, Texas
8. Joseph Reed, Trades and Industry, Tennessee
9. Carlos A. Rodriquez, Trades and Industry, Puerto Rico
10. Mrs. Joan K. Smith, Distributive, North Carolina
11. R. C. Van Wagenen, Distributive, California
12. Ernestine Cannon, Home Economics, Virginia

Committee 5

1. Walter Chojnowski, Business and Office, Wisconsin
2. Ralph Lewis Gleckler, Distributive, New Mexico
3. Archie Holdridoe, Agriculture, Connecticut
4. Miss Mildred Huber, Home Economics, California
5. Earl Kantner, Agriculture, Ohio
6. Carl Keen, Distributive, Mississippi
7. Robert S. Latham, Trades and Industry, Oregon
8. Peggy Studer, Home Economics, Kansas
9. Mrs. Hazel Tripp, Home Economics, North Carolina

Committee 6

1. Gerald Barton, Agriculture, Iowa
2. William J. Brady, Jr., Distributive, Georgia
3. Mrs. Elizabeth M. Chapman, Home Economics, Tennessee
4. Jerry T. Davis, Agriculture, California
5. George Gordon, Trades and Industry, New York
6. W. T. Johnson, Agriculture, North Carolina
7. Miss Joyce Konzelman, Home Economics, Indiana
8. Miss Joan Landman, Home Economics, Arizona
9. Curtis Loewen, Agriculture, Oregon
10. John Riddell, Trades and Industry, Pennsylvania
11. Ray G. Schweet, Business and Office, Delaware
12. Ed Weeks, Business and Office, New York
13. Edgar Burke, Distributive Education, Washington, D. C.
14. Ken Cheatham, National Safety Council, Chicago

Committee 7

1. Frank Anthony, Agriculture, Pennsylvania
2. B. B. Archer, Agriculture, Florida
3. Mrs. Pauline Goodwin, Home Economics, Oregon
4. J. D. Harris, Agriculture, Missouri
5. Nicholas S. Harrison, Trades and Industry, Louisiana
6. Walter Hutchins, Agriculture, Mississippi
7. Russell J. Mercer, Business and Office, Georgia
8. William Plimley, Distributive, New York
9. Mrs. Mary N. Stultz, Home Economics, Maryland
10. Gerald R. Tapp, Distributive, Illinois
11. J. R. Peddicord, Agriculture, Nevada
12. James Finical, Distributive, Wisconsin

Committee 8

1. W. E. Cooper, Agriculture, Alabama
2. J. E. Dunn, Agriculture, Georgia
3. Roy W. Equall, Agriculture, Nebraska
4. John Frazier, Distributive, Florida
5. Cline Jensen, Trades and Industry, Utah
6. Raymond C. Northup, Agriculture, Rhode Island
7. Miss Imogene Van Overschelde, Home Economics, South Dakota
8. Martin L. Mitchell, Agriculture, New Hampshire
9. Bill G. Powers, Trades and Industry, Oklahoma
10. Miss Florence Stater, Home Economics, Minnesota
11. Edith Williams, Home Economics, South Carolina
12. C. A. Dickerson, Agriculture, Georgia

Committee 9

1. Richard Higgins, Trade and Industry, Vermont
2. Miss Betty Lou Hoffman, Home Economics, Montana
3. Paul Holmes, Business and Office, Tennessee
4. Takuji Kono, Agriculture, Hawaii
5. W. K. Kortesmaki, Agriculture, Minnesota
6. Elmer A. Lightfoot, Agriculture, Michigan
7. Miss Joe Marie Phillips, Home Economics, Texas
8. Walter Sawrie, Trades and Industry, Arkansas
9. Frank R. Stover, Agriculture, South Carolina
10. James Taylor, Business and Office, Washington, D. C.

Committee 10

1. Benjamin Baines, Trades and Industry, Virginia
2. Weldon Else, Business and Office, Iowa
3. Mrs. Shirley Gardner, Home Economics, Utah
4. William L. Grier, Trades and Industry, Alabama
5. Mrs. Marge Harouff, Home Economics, Nebraska
6. C. Coleman Harris, Agriculture, Indiana
7. Wayne Harrison, Jr., Distributive, Wisconsin
8. Don E. Potter, Business and Office, Ohio
9. S. L. Sparks, Agriculture, Tennessee
10. Ron Strand, Distributive, Minnesota
11. Robert Hall, Distributive, Texas
12. James Herman, Trades and Industry, California

EVALUATION FORM

National Seminar for Professional Leaders of Youth
Organizations in Vocational Education
Hardinsburg, Kentucky
June 12-16, 1967

THE PRIMARY PURPOSE OF THE SEMINAR: to facilitate the up grading of the professional leadership in vocational education to use youth organizations to motivate teaching.

Instructions: Please check to the right of each statement your evaluation. Please feel free to write in your comments.

I. Evaluation of the "Design" of the Seminar Program

	Excellent	Good	Fair
1. Purpose of the seminar.............			
2. Theme for each day of the seminar..			
3. Variety of presentations, panels, discussions, committee work, etc...			

4. Comments ____

____

____

II. Evaluation of "Content" of Seminar Program

	Excellent	Good	Fair
1. Extent to which presentations were appropriate, of quality content, helpful, and challenging.........			
2. Extent to which the panels contributed to carrying out the purpose of the seminar......................			
3. Extent to which the discussions, committee work, and reports contributed to carrying out the purpose of the seminar..............			

4. Comments ____

____

____

III. Evaluation of "Facilities and Arrangements" for Seminar

	Excellent	Good	Fair
1. Extent to which the facilities were adequate for the seminar....	___	___	___
2. Extent to which participants were informed of the seminar program.........................	___	___	___
3. Extent to which participants were informed regarding transportation, expenses, and administrative matters pertaining to the seminar	___	___	___

4. Comments____

____

____

IV. Extent to Which the "Objectives" of the Seminar were Attained

Please evaluate each objective as to the extent it was attained.

Objectives	Quite Well	Adequate	Not Adequate
1. To see and understand the place of youth organizations in vocational education as teaching devices.......................	___	___	___
2. To identify and evaluate current and emerging concepts related to program, organization, curriculum, and evaluation of youth organizations............	___	___	___
3. To identify areas of personal development which enhance employability that can be taught through youth activities	___	___	___
4. To develop methods and procedures that state leaders may use in administering youth organizations and advising local personnel...............	___	___	___
5. To understand the role of states in providing leadership-training programs for members of youth organizations	___	___	___

Objectives	Quite Well	Adequate	Adequate
6. To see the place of youth organizations in working with disadvantaged groups..........	____	____	____
7. To assist state leaders to use effective communication procedures and techniques..........	____	____	____
8. To identify techniques of organizing youth organizations for post high-school students in vocational education.......	____	____	____
9. To understand the need for research and developmental programs to improve youth organizations as teaching devices...........	____	____	____
10. To develop objectives for pre-service education of teachers to work effectively with youth organizations in vocational education.....................	____	____	____

V. Overall Evaluation of the Seminar

My overall evaluation of the seminar is____________________

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Areas in which I gained information, insight, and things which can be used in my home state______________________________

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Name______________________
Service Area__________________
Address____________________
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